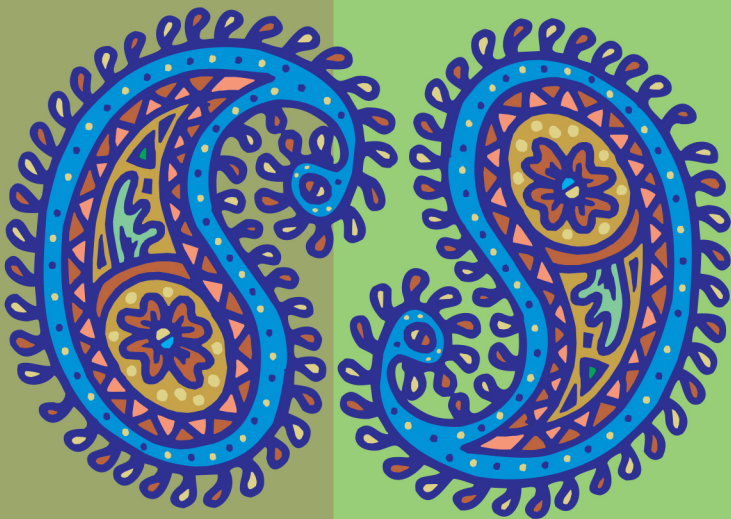


ENGLISH GRAMMAR AND COMPOSITION

Classes 9-10



NATIONAL CURRICULUM & TEXTBOOK BOARD, DHAKA

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English Grammar And Composition

Second Paper

Classes 9-10

by

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and

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NATIONAL CURRICULUM AND TEXTBOOK BOARD, DHAKA

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PREFACE

As per the decision of the Ministry of Education for introducing English Grammar Books for classes 6-12, a national workshop was organised by NCTB on 18 August, 2004. The workshop recommended that three English Grammar and Composition Books would be written-Book One for Classes 6-8, Book Two for classes 9-10 and Book Three for classes 11-12. NCTB formed an Expert Committee to prepare curriculum and syllabuses for these classes. The Committee drafted a curriculum, and syllabuses for classes 6-12. Another national workshop was arranged on 19 September, 2004 where the draft curriculum was vetted along with some recommendations. After plenary discussions, the committee finalised the draft curriculum and syllabuses that was later recommended by the Ministry of Education.

The aim of this new curriculum is to bring about a change in the mode of teaching and learning English grammar and composition-a change that will enable the learners to use grammar in context and also to learn necessary grammatical rules. The learners will be able to use English grammar appropriately with considerable fluency in their oral and written communication. Practice in composition tasks will help develop the learner's writing skills.

English is a living and growing language. Styles in language are ever changing. Nothing involving language is static. Students, teachers, curriculum specialists and authors all are caught up in this fast rate of changes. But yet much remains the same. Students of today, are expected to study the words, the structure and mechanics of English language.

English Grammar and Composition Book Two published by NCTB has been designed for the students of classes 9-10 from the academic session 2005. The book is designed to present the fundamental grammatical rules in a new and interesting way. It is true that no textbook can be as resourceful as the individual teacher. But a good textbook can be a valuable and effective guide.

I hope that this new book would be suitable for students of varying abilities and offer them the opportunity to grow stronger in using English language. However to develop different skills of the learners, properly trained English teachers and suitable teaching materials are essential.

However, one may find a very few unintentional human errors and printing mistakes. Apart from corrections, any useful suggestions for the improvement will be received with thanks .

I would like to thank the writers, NCTB specialists and all who were involved in preparing this book.

Professor Narayan Chandra Paul

Chairman

National Curriculum & Textbook Board, Dhaka

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Part-1

GRAMMAR

Grammar is a part and parcel of a language. It is a very important aspect and element of a language. By grammar we mean a set of rules of a language, which helps' us to use the language in the correct form. English language too has its own certain rules which must be followed. English Grammar helps us to learn the language correctly. The users of English language need to practise the language skills.

UNIT ONE

Lesson- 1

Sentence

Objectives: By the end of the lesson students will have

- ☐ learnt what a sentence is. ,
- ☐ learnt how to make a sentence.
- ☐ learnt five kinds of sentences -Assertive, Interrogative, Imperative, Optative and Exclamatory.
- ☐ learnt the names of three types of sentences -.Simple, Complex and Compound. .

Read the following passage :

Ashraf is a student. He is attentive to his studies. He obeys his parents and teachers. His father is a teacher, Ashraf wants to be a doctor. He has one brother and one sister. They are also students. His mother is a housewife. She is very careful of her children.

A. Questions :

- i) Is it a meaningful passage?
- ii) Does each group of words give a complete meaning?
- iii) "Ashraf is a student" - is it a group of words?

This group of words "Ashraf is a student" is giving a complete idea or meaning. Here it is a sentence. Other groups of words also express meaning. So they are also sentences.

Let's know what sentence is:

A sentence is a group of words giving a complete sense or meaning. Remember that the words you say or write cannot make a sentence if they do not express your idea or thought completely.

B. Find out which of the following words make sentence and which do not?

- i) Ashraf is attentive to his studies.
- ii) His careful mother of her children is.
- iii) Students they also are.
- iv) Ashraf his parents obeys and teacher.
- v) Father his is a teacher.
- vi) To be a wants Ashraf doctor.

C. Arrange the following words in a sentence and make the passage a meaningful one:

An English language international is. Need to we know this language. We get any cannot without job good knowing English. Besides, need we English international diplomatic for our relation activities. Must tourists English know. A global is village modern world. As an active member' of this village, must have we for our interest English knowing people.

D. Join the words of column A with those of column B to make a sentence.

- | | |
|---------------------------|-------------------------------|
| a. Bangladesh is a | i. dependent on agriculture. |
| b. Her economy is mainly | ii. cultivation. |
| c. Majority of her people | iii. are poor and illiterate. |
| d. They live by | iv. small country. |
| e. Most of the farmers | v. honest and simple. |
| f. But they are very | vi. are farmers. |

❖ **Sentence is of five kinds according to its meaning:**

01. Assertive Sentence: It expresses a simple statement which may be affirmative or negative: .

- i. He is an honest man.
- ii. He is not an honest man.

02. Interrogative Sentence: It denotes a question that may be affirmative or negative: ,

- i. Is he an honest man?
- ii. Is he not an honest man?

03. Imperative Sentence: It expresses order, command, request, advice etc. which may be affirmative or negative :

- i. Read your lessons.
- ii. Never tell a lie.

Note: Imperative sentence may begin with 'Let'.

- i. Let us learn English.
- ii. Let him do the work.

04 Optative Sentence: It expresses wish or desire or blessing:

- i. May you live long.
- ii. Long live our country.
- iii. May Allah help you.

05. Exclamatory Sentence: 'It indicates sudden expression of emotion or strong feelings.

- i. What a beautiful flower it is!
- ii. Alas! He is dead.
- iii. Hurrah! We have won the game.

❖ **Sentence is of three types according to its form and structure. They are:**

- a) Simple Sentence
- b) Complex Sentence
- c) Compound Sentence

Lesson- 2

Simple Sentence

Objectives : By the end of the lesson you will have

- ☐ been able to understand simple sentence in a passage.
- ☐ learnt to make simple sentence. .
- ☐ ability to understand why the sentences are simple.

Read the following passage :

Nadia is in class nine. She lives in Dhaka with her parents. She has two brothers. They are also students. Nadia has a friend. Her name is Jhalak. She is also in class nine. Nadia and Jhalak go to school everyday. Returning from school, they play in the lawn. They sit to read just after sun set. The lesson being over, they go to bed by 11 p. m. Both Nadia and Jhalak are good students. Reading is favourite to them. They like to play after school.

(Note: In the above passage every sentence has only one subject, one finite verb and also one clause. Students should also know that a clause means a part of a sentence).

- ☐ A sentence which has only one Subject, only one Finite verb and only one clause is called a simple sentence. The Finite verb may be expressed or understood.

Hence, each of the sentences in the passage is a simple sentence.

Example:

- a. Nadia is in class nine.
Subject Finite verb
- b. Returning from school, they play in the lawn.
Subject Finite verb
- c. Both Nadia and Jhalak are good students.
Subject Finite verb
- d. They like to play after school.
Subject Finite verb

- A. Read other sentences in the passage. Now say how they are simple sentence Identify the Finite verbs and Subjects.
- B. Some words are given in the box 1 to be used as subject of sentences. Some verbs are given in box 2 to be used in the sentences. Make 10 sentences by using them.

1.

Mahdi, Swimming, Walking, Honesty, Nowshad, He, Rehana, Farmers, She, They
--

2.

reads, is, sings, drives, walks, draws, visited, use, grow, work.

One is done for you.

1. Mahdi reads his lessons' regularly.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Lesson- 3

Complex Sentence

Objectives: By the end of the lesson you will have

- ❑ learnt what a complex sentence is.
- ❑ learnt to identify principal and subordinate clauses of the sentence.
- ❑ been able to identify simple sentence and complex sentence.

Now let's read the following passage :

You must have heard that Hazrat Rabeya Basri was a great saint. She was born in the city of Basra in Iraq. Her parents were very poor. They died when she was a little girl. Rabeya was the youngest of the four sisters. As they had none to look after them, they became helpless. Once there was a great famine in Basra. A man who was a robber took away Rabeya from her sisters. She was sold to a rich man who was very cruel. The man always tortured her for no fault. One day Rabeya was serving food to some guests of her master. One guest told her master that he had never seen the bone of a man or woman. Her master cut out a bone from her left leg. Rabeya could not imagine how a man could become so cruel. She was very kind and pious. Though it was very painful, she did not pray for his punishment. She prayed for forgiveness.

Questions :

- ❖ Are there some sentences having one Clause, one Finite verb and only one Subject? Again are there some sentences having more than one principal clause and one or two subordinate clauses? Are the sentences having more clauses joined by connective words or relative conjunctions?
- ❖ In the previous lesson you read about a simple sentence. Now identify the simple sentences.
- ❖ The other sentences with two clauses are complex sentences. Identify them.
- ❖ **Let's know what a complex sentence is.**

A complex sentence is one that contains one principal clause with one or more subordinate clauses.

- ❖ Here are some examples showing principal and. subordinate clauses joined by conjunctions.

Principal clause	Conjunction	Subordinate clause
a. We know	when	he will come.
b. They returned home.	after	the sun had set.
c. He cannot come	because	he is ill
d. Wait here	until	I come back.
e. Tell me the way	how	you did it.
f. I know the reason	why	he said so.
g. You cannot succeed	if	you do not work hard

(Note: A complex sentence must contain the following conjunctions: that, when, why, who, which, where, how, if, whether, because, as, though, until, unless, before, after etc.)

A. Read the text about Rabeya again and fill in the gaps with connective words joining the principal clause with the subordinate one.

Hazrat Rabeya was a great saint (i) - was born in the city of Basra in Iraq. She lost her parents (ii) - she was a little girl. She was the youngest of four sisters. A robber took him away. He sold her to a rich man (iii) - was very cruel (iv) - she was in the master's house, she worked hard. one day (v) - she was serving food, one of the guests saw her. He told her master (vi) - he had never seen the bone of a man or woman. To satisfy him, her master cut out a bone of her left leg to show it to the guest. Rabeya could not imagine (vii) - a man could be so cruel .She did not curse the man (viii) - she was kind. (ix) - she suffered pain, she prayed (x) - Allah might forgive him.

Lesson-4

Compound Sentence

Objectives: By the end of the lesson you will have

- ❑ learnt what a compound sentence is.
- ❑ learnt identifying, simple, complex and compound sentence.
- ❑ learnt the uses of the forms of sentences.

Read the following Passage that contains three kinds of sentences : .

Bangladesh is an agricultural country. She depends on agriculture for her economic development. As her economy depends on agriculture, we should lay emphasis on agriculture. We have to develop cultivation scientifically because scientific method of cultivation can ensure more production. For this purpose we have to identify the problems that our farmers face. They are not only illiterate but also ignorant. They are both deprived and neglected. Though they work hard, they do not get what they deserve. They cannot improve their condition but they work from morning till dusk. They live in want and cannot maintain the family decently. Having worked for whole life, they die in hunger and poverty. It is really a great pity. Some farmers have neither land of their own nor good house to live in. They pass their days in miseries. They till the land of thers and take the share of crops. Thus they maintain the family. The landless farmers also work as day labourers. They earn more by working hard during sowing or harvesting season. Some steps have been taken to improve the condition of our farmers. More should be done in this regard; otherwise the country will not develop rapidly. We must remember that the development of the farmers means the prosperity of the country. The other important thing is industrialization which will create job opportunities. So emphasis should be given to industrialization for attaining economic development.

In the previous lessons you read about simple and complex sentences. Now let's know what a compound sentence is.

A compound sentence has more than one principal clause connected by one or more co-ordinating conjunction.

[Note: In a compound sentence each clause is a principal clause and the following conjunctions are usually used in it: **and, but, or, both and, not only.. but also, neither.....nor, either..... or, otherwise, therefore, on the contrary** etc.]

Examples :

- a. The man is rich but not happy.
- b. He is poor but honest.
- c. The boy came here and returned at once.
- d. Rabindranath was not only a poet but also a dramatist.
- e. Nazrul was both a poet and a dramatist.
- f. Read regularly or you will not do well in the examination.
- g. I always help you, on the contrary, you work against me.
- h. Neither Rahim nor his brothers are working here.
- i. I know you spoke against me, yet I am not angry with you.

Exercise :

- A. Read the passage again and identify three forms of sentences. Then write which kind of sentences they are.

One is done for you. .

1. As her economy depends on agriculture, we should lay emphasis on it (Complex sentence)

- B. Complete the following Sentences and say which kind of sentence each belongs to.

- a. They danced and.....
- b. I did not understand what.....
- c. He believed that.....
- d.or you will fail.
- e. If you read regularly.....
- f. Every mother :.....
- g. Learning English is
- h. time when I go to bed.

UNIT TWO

Lesson- 1

Clauses

Objectives: By the end of the lesson you will have

- ❑ learnt what a clause is.
- ❑ learnt to identify the clauses of a sentence.
- ❑ learnt the uses of sentences having principal clause and subordinate clause.

Now read the following sentences in the passage:

We know that Haji Mohammad Mohsin was a very kind man. As he was kind, he used to help the poor people. One night a thief entered the room when Mohsin was sleeping. He woke up because there was a sudden sound in the room. The thief did not try to flee away when he caught hold of him. He began to weep in fear that he might be punished. Mohsin asked him why he had come to steal. The thief replied that his family had been starving for a few days. Mohsin advised him that stealing is a great sin. He let the thief go with some money and advised him to turn good. The thief took the money and went home gladly.

Ask & answer:

- a) Does each sentence in the passage have a connective word or conjunction? If so, find the conjunctions that join two parts of the sentences.
- b) Do you know that clause means the part of a sentence?

What is a clause?

A clause means a part of a sentence having a subject and a predicate of its own.

❖ All the sentences in the above passage have two clauses. They are:

- i. Principal clause
- ii. Subordinate clause.

Thus, the sentence "We know that Haji Mohammad Mohsin was a very kindman," contains two clauses (i) We know, (ii) that Haji Mohammad Mohsin was a very kind man. Of these two, the first one stands by itself, but the latter depends on the other clause.

- ❖ The clause that is dependent on another clause to make a complete sense is called a Subordinate or Dependent clause.
- ❖ The Principal clause can make a complete sense by itself. It does not have to depend on any other clause.
- ❖ A sentence having two principal clauses is called a Co-ordinate clause.

Here are some examples of isolated sentences showing the different clauses:

- a. I know where he is.
- b. The pen that father gave me is lost.
- c. He cannot do this unless you help him.
- d. What he says is unknown to me.
- e. The man worked very hard and grew tired
- f. This is what I say.
- g. Listen to what your teachers say.
- h. You cannot prosper unless you work hard.
- i. When you have finished your lessons, you can play games.
- J. The man is poor but he is honest.

(Note: Two simple sentences may be combined into a complex or compound sentence having two clauses).

Now combine each of the following pairs of sentences :

- a. Nafis will come out successful. We hope so.
- b. This is the place. The man lives here.
- c. He kept silent. I know the reason.
- d. He says this. It is true.
- e. Mohsin was sleeping. A thief entered the room.
- f. Read regularly. Otherwise you will not pass well.
- g. I wanted a pen. This is not that pen.
- h. This is my village. I was born here.
- i. He took medicine. He wanted to get well.

Lesson- 2

Subordinate Clauses

Objectives: By the end of the lesson you will have

- ❑ learnt different kinds of subordinate clauses.
- ❑ learnt combining two simple sentences into one having subordinate clause.
- ❑ learnt dividing one sentence into two clauses.

Subordinate clauses are of three kinds:

1. **Noun clause:** It does the work of a noun.
2. **Adjective clause:** It does the work of an adjective.
3. **Adverbial clause:** It does the work of an adverb.

Read the sentences in the passage:

Kamal is a son of a poor father who works in the town. He knows that his father earns by working hard. He often goes to the place where his father works. It was on a holiday when he went to see his father. As his father was busy, he waited there. He waited in the workshop until his father stopped working. His father came out when it was quite dark. Now they began to walk fast so that they could catch the train. They walked fast lest they should miss the train. Kamal could not walk as fast as his father could. Though the road was not visible clearly, they were walking fast. They reached the station at the time when the train was just going to leave.

A. Ask and answer:

- (i) Does this passage contain sentences with more than one clause?
- (ii) Do all the sentences have two clauses? If so, how many kinds of clauses they are? What are they?

Now let's know more about subordinate clauses:

A. Noun Clause : A Noun Clause usually contains the conjunction 'that', or an interrogative pronoun or an interrogative adverb. The conjunction 'that' may remain expressed or understood.

Examples :

- (i) I know **that he is well**.
- (ii) They say (that) **he left home**.
- (iii) **That he is ill** is known to us.
- (iv) I know **what he wants**.
- (v) I asked him **if/whether he was there**.
- (vi) We know **why he did it**.
- (vii) **What he says** is true.
- (viii) Your success depends on **how you prepare yourself**.
- (ix) **When he will come** is uncertain.
- (x) The news **that he is dead** is a rumour.

In all the sentences above, subordinate clause works as a noun.

B. Adjective Clause: An Adjective Clause contains :

- (a) Relative pronouns- who, which, that, as
- (b) Relative adverbs- when, where, how, why, as, whence.

Note : In an adjective clause, the Relative pronouns or the Relative adverbs must have an antecedent. The antecedent is a noun or pronoun qualifying the relative pronoun or relative adverb.

Example : a. I have seen the boy who stood first in the examination.

Antecedent Relative pronoun

b. I know the time when he will come.

Antecedent Relative pronoun

Remember that sometimes the antecedent is understood without the use of relative pronoun or relative adverb as it is in the following sentences.

- a. The book (which) he bought has been lost.
- b. I have forgotten the story (that) he told me.

Find out antecedents and underline the clauses of the following sentences :

- a) I know your brother who is a teacher.
- b) I went to the village where I was born.
- c) This is the book that I read yesterday.
- d) The tree that stood in front of the house has been cut down.

Read the following sentences :

- a. We know who did it.
- b. Tell me when he will come.
- c. I know why he did not go.
- d. We know how they worked here.
- e. We saw that the man was coming.

Ask and answer:

- 1. Do the above sentences have antecedents?
- 2. Do they belong to the class of Adjective clause? If not, to which class do they belong?

Now change them into adjective clause:

- a. We know the man who did it.
- b.
- c.
- d.
- e.

C. Adverbial Clause: An adverbial clause is of different kinds. They are as follows:

- 1. **Adverbial clause of time.** It is introduced by **when, while, after, before, till, until, since** etc.

Example:

- (i) Wait here **until I come**
- (ii) He came **when I was there**
- (iii) Many days have passed **since he came here.**

2. Adverbial clause of place. It is introduced by where, wherever, whence etc.**Example:**

- (i) Stay **where you are.**
- (ii) Go **wherever you like.**

3. Adverbial clause of cause or reason. It is introduced by because, as, since, that etc.**Example:**

- i. He will not go **because he is ill.**
- ii. **As he was ill**, he did not attend school.
- iii. **Since you are ill**, you should not come.
- iv. I am happy **that you have passed.**

4. Adverbial clause of purpose. It is introduced by that, in order that, so that, lest etc.**Example :**

- i. We read **that we may learn.**
- ii. He works hard **in order that he may prosper.**
- iii. Walk carefully **lest you should fall down.**
- iv. We should work more **so that we can earn more.**

5. Adverbial clause of result : It is introduced by that, so..... that, such..... that etc.

Example:

- i. What have I done **that you do not like me?**
- ii. He is so tired **that he cannot walk.**
- iii. He is **such** a fool **that you cannot rely on him.**

6. Adverbial clause of manner: It is formed with 'as'.**Example:**

- i. Do to others **as you would be done by.**
- ii. It happened **as I expected.**

7. Adverbial clause of condition or supposition : It contains if, unless, in case, on condition, whether, provided (that), supposing (that) etc.**Example:**

- i. **If I succeed**, I shall help you.
- ii. I shall not come **unless you invite me.**
- iii. I may come **in case I have time.**
- iv. He will come **provided he gets leave.**
- v. I shall try **whether I fail or succeed.**

8. Adverbial clause of concession : This clause contains though, although, even, if, etc.**Example :**

- 1. **Though he is rich**, he is not happy.
- 11. **Even if I fail**, I shall not give up hope.

9. Adverbial Clause of Comparison or degree : This clause is introduced by so..... as, such..... as, as..... as, than, the, etc.

Example:

- i. Rafique is not **as tall as his brother**.
- ii. He is **as wise as you**.
- iii. Rina is taller **than Mina**.
- iv. **The** sooner, **the** better.

Exercise :

Now read the passage about Kamal and his father again. Then identify different kinds of clauses in it and state to which class of clauses they belong.

A. Combine the following two sentences into one sentence having two clauses :

- (i) Rahman found me on the way. He came to receive me.
- (ii) I read stories. These are written by Tagore.
- (iii) He is too weak. He cannot walk
- (iv) The sun set. I returned home.
- (v) The man is poor. He is honest.
- (vi) He was ill. He did not come to school.

B. Divide the following sentences into two clauses :

- (i) He did not come to school on account of his illness.
- (ii) I am surprised at your failure.
- (iii) We are hopeful of your success.
- (iv) I have heard about his arrival.
- (v) I met him on my way to school.
- (vi) This is my birth-place.
- (vii) He will not return till sunset.
- (viii) We know him to be a poet.
- (ix) He left at daybreak.
- (x) I do not believe his statement.

UNIT THREE

Infinitives

Objectives: By the end of the lesson you will have

- ☐ learnt what infinitive is.
- ☐ learnt the uses of infinitive.
- ☐ learnt finding out infinitive from a sentence.

Now read the sentences in the passage:

Nahid is a boy of a village farmer. His father wants him to become a doctor to serve the people in distress. Everyday Nahid goes to school early to sit on the front bench. Once he heard his teacher say in the class: "To serve man is to please God. To love man is to love God". Since then, he has cherished a desire to have ability to serve. He does not read to learn by rote. He tries to understand whatever he reads. It is very important to write the lesson to learn it well. So after reading the lesson he begins to write to keep it in memory. To grow crops his father works hard in the field. Nahid also wants to work and help his father. But his father does not let him work. He does not want to see his son work like others in the village. He hopes to see his son prosper in life. He seems to have learnt how to act wisely.

- ❖ This passage contains Infinitive which is formed by adding 'to' before the verb. Infinitive may be expressed or understood in the sentence without being used. In that case, it is called bare infinitive.

Ask and Answer:

- i. Which sentence in the passage is without any infinitive?
- ii. How many infinitives are there in sentence number three? Which 'to' is not infinitive here?
- iii. Which of the verbs in the passage have **bare infinitive**?

Infinitives are of two kinds:

- a. Simple or Noun Infinitive.
- b. Gerundial or Qualifying Infinitive.

Simple or Noun Infinitive is used as :

- i. Subject of a verb.: To err is human
- ii. Object of a verb: He likes to swim. I taught him to read.
- iii. Object of a Preposition: He is about to die. He is about to go.
- vi. Complement to verb : He seems to be an honest man. He appears to be a rich man.
- v. Objective Complement: We take him to be a fool.

Gerundial Infinitive is used to :

- i. **Modify an adjective: ,**
The old man is too weak **to** walk.
I am glad **to** receive your letter.
He is ready **to** go.
- ii. **Modify a verb :**
The children went **to** play.
We eat **to** live.
- iii. **Modify a noun:**
It is a chair **to** sit on.
This is a house **to** let.
- iv. **Modify an adverb :**
We went to the field **to** see the game.
I walked fast **to** avail the bus.
- v. **Qualify a sentence:**
To speak the truth, he is an honest man.
To be brief, I am ruined.

Omissions of Infinitive : After certain verbs (let, make, need, hear, watch, see, dare) the infinitive is omitted.

Example:

- (i) I saw him go home.
- (ii) Let him come.
- (iii) He need not go there.
- (iv) He made me do it.
- (v) I heard him say this.
- (vi) We watched him go.
- (vii) We did not let him go.
- (viii) You dare not do it.

* But in the passive voice of these verbs (except **let**) infinitive '**to**' is used.

- (i) He was seen **to** go.
- (ii) He was made **to** do it.
- (iii) He was heard **to** say this.
- (iv) Rahim was not let go.

(Note: Had rather, had better, would rather, cannot but etc. take bare infinitive)

❖ **Perfect infinitives and split infinitives**

Perfect infinitive is formed by using '**to have**' before a principal verb:

- (i) I wished **to have gone** there.
- (ii) He seems **to have seen** better days.
- (iii) They are reported **to have done** this.

Note: Perfect infinitive is used after past tense of verbs **wish, desire, hope, intend, command etc.**

❖ **Split infinitive :** Sometimes adverb or adverb phrase is used in between infinitive and the verb in the sentence, in that case it is a split infinitive.

- (i) I request you to kindly help me.
- (ii) I request you to quickly do this.

The correct forms should be :

- i. I request you to help me kindly.
- ii. I request you to do this quickly.

Exercise :

Now read the passage again and pick out different kinds of infinitives.

Fill in the gaps using infinitives where necessary :

- a. The Headmaster advised me..... study regularly.
- b. This is an easy chair..... sit on.
- c. Munira is eager..... study engineering.
- d.. He need not.....do whatever he likes.
- e. This is a house..... sell.
- f. You had better..... go than stay here.
- g. He seems..... be better today.

UNIT FOUR

Lesson- 1

Participles

Objectives: By the end of the lesson, you will have

- ❑ learnt what participle means.
- ❑ learnt the uses of different participles.

Read the sentences in the following passage:

People drinking arsenic polluted water for long may get arsenicosis. It is not contagious and you will not get arsenicosis by a man infected by this fatal disease. We must have safe water or purified water to drink. Surface water is safe as it is not contaminated by arsenic. Water flowing in the river is arsenic free. But it is not safe because of its being mixed with different pollutants. Having purified surface water, we can drink it. Arsenic is found in ground water supplied through tube-wells and deep tube-wells. As arsenic is not destroyed even if water is boiled, we should not drink boiled water collected from these sources. Rainwater is safe if you have collected and preserved it in a clean container. However, there is scarcity of pure water and we must know the water purifying means.

Now find out the verbs with '**ing**' and the verbs having past participles. (All these verbs are working as both verbs and adjectives).

Note : A participle is a form of verb working as both an adjective and a verb in the sentence.

Participles are of three kinds :

1. **Present participle**
2. **Past participle**
3. **Perfect participle**

Present participle : A Present participle expresses an action going on. It is formed by adding - 'ing' to verb in the sentence. When a participle works as an Adjective, it qualifies the noun.

Note: A Present participle works both as a verb and an adjective.

Examples :

- (i) A rolling stone gathers no moss (**rolling** qualifies stone).
- (ii) The hunter looked at the flying bird (**flying** qualifies bird).
- (iii) We saw him running (**running** indicates that the action of the verb was going on).
- (iv) The beauty of the rising sun charms all (**rising** qualifies sun).
- (v) Give me some writing paper (**writing** qualifies paper).
- (vi) I found the boy standing (**standing** qualifies the boy).

Past Participle : It is the past participle form of a verb. It works as a **verb** and an **adjective**.

Examples:

- (i) A **burnt** child dreads the fire.
- (ii) The Minister came to visit the **eroded** riverbanks.
- (iii) There is a **broken** chair in the room.
- (iv) They will not receive the **rejected** goods.
- (v) Anwar has **built** a house.

In the above sentences burnt, eroded, broken, rejected qualify the nouns **child**, **riverbanks**, **chair**, **goods** respectively. **Built** indicates what Anwar has done.

perfect Participle: It is formed by using **having** before the past participle. Perfect participle also works as **verb** and **adjective**.

Example:

- (i) **Having reached** home, he went straight to his mother.
- (ii) **Having read** the book, he gave it to me.
- (iii) **Having seen** the film, we shed tears.
- (iv) **Having been** informed of the incident, he went to the spot.

Exercise :**A. Fill in the following passage using right participles from the box:**

reaching, ringing, being, closed, standing, caught, caused, plying, unlicensed, waiting, coming, taken.

Before reaching the school, he heard the final bell (a).....
 (b).school, he found the gate (c)..... So he could not enter
 the class (d)..... by the class teacher. He was
 (e)..... outside. The Headmaster found him
 (f)and wanted to know the reason of
 his (g)..... late. (h)..... asked by the Headmaster, he
 said politely that he was (i)..... in a traffic
 jam (j)..... by the (k).....
 rickshaws (l)..... the city roads.

B. Join the following pairs of sentences by using participles :

- a. I saw the old man. He was walking.
- b. I put some tea dust in the water. The water was boiling then.
- c. We visited the area. The area was affected by flood.
- d. His father has bought a car. The car is made in Japan.
- e. He closed the door. Then he went out for a walk.
- f. The sun set. Then he returned to the hostel.
- g. Shams went to Mymensingh. He met his childhood friends.
- h. They staged a drama. The drama was written by Qazi Nazrul Islam.
- i. Give me some paper. I want to write.
- J. The police have recovered the things. The things were stolen yesterday.

Lesson- 2

Gerund

Objectives: By the end of the lesson, you will have

- ☐ learnt what Gerund is.
- ☐ learnt the difference between Participle and Gerund.
- ☐ learnt the uses of Gerund & Infinitive instead.

Gerund does the function of a **verb** and a **noun**. It is the present participle form of verb.

Read the passage carefully:

Learning is a continuous process. Learning a language depends on a process based on language skills which are interesting. We follow different ways to learn. We learn by listening, speaking, reading and writing. But we have to learn not by rote but by understanding. To learn English we have to practice four skills: listening, speaking, reading and writing. You should continue to practice these skills because you have no other way to achieve command of English without practising the skills. Remember that a child starts to learn its mother tongue by listening and lipsing and then speaking Native speakers learn easily their language by listening and speaking. If they do not go to school, they do not need to read and write. But still they can learn whereas the foreign learners have to practise the skills. So you have to practise four skills for learning. Besides practising the skills, developing vocabulary is a must for you.

Ask and answer :

- ❖ How many verbs **with +ing** are there in the passage? Find out them.
- ❖ Do all the verbs having 'ing' work as **gerunds or participles**? If not, identify and show them separately.
- ❖ Are there **infinitives** in the passage? Find out them.

Note: **Gerund** mainly woks as a **noun** & **Participle** works as a verb.

Functions of Gerund :

- a) As the subject of a verb: Walking is good for health.
Reading books is a good habit.

- b) As the object of a verb: Stop writing
He learns drawing.
- c) As the object of preposition: He is fond of riding.
I am thinking of going there.
- d) As a complement to verb: Seeing is believing.
My hobby is reading.
- e) As a part of compound noun: The old man carries a walking stick.
We need safe drinking water.
The police used laughing gas.

Exercise :

A. Replace **infinitives** of the following sentences by **gerund**.

- i. To tell a lie is a great sin.
- ii. I like to eat vegetables.
- iii. This is a room to live in.
- iv. His hobby is to travel.
- v. To walk is good for health.
- vi. He started to learn English.
- vii. To steal is a sin.
- viii. It is bad to find fault with others.
- ix. It is essential to speak English to have fluency.
- x. To plant a sapling is everybody's responsibility.

B. Complete the following sentences by using appropriate gerundial form of verbs:

You cannot learn English without..... the four language skills.is the first skill you should practise. The second one isThe third one is..... while the fourth skill isUnless you practise the skills, you cannot succeed inany foreign language. Teachers engaged in..... English should create an environment in the class favorable for..... this language.

UNIT FIVE

Further Use of Pronouns (Relative Pronoun, Emphatic Pronoun etc.)

Objectives: By the end of the lesson you will have

- ❑ learnt the uses of some pronouns.
- ❑ learnt what Relative Pronoun and Emphatic Pronoun mean.
- ❑ learnt the uses of Relative and Emphatic Pronouns.

Read the conversation between Nazma and Anjuman :

Nazma : Who gave you the pen?

Anjuman : I bought it from Gulshan. It is costly.

Nazma : What is that in the packet?

Anjuman : This is a gift to me from my uncle.

He works in Japan.

The underlined words are pronouns.

Note: A pronoun is a word used instead of a Noun.

Pronoun is of 8 kinds. They are:

(i) **Personal Pronoun:** I shall play with you. They will come with us to play together.

We shall join them

The underlined words are personal pronouns.

Personal pronoun is of three kinds.

(a) First personal pronouns: I, we, my, mine, me, us, our, ours.

(b) Second personal pronouns: You, your, yours.

(c) Third personal pronouns : He, she, it, they, them, his, her, hers, him, their, theirs.

(ii) **Demonstrative pronoun:** This is my book and that is yours. These are new books while those are old. I want the same. Give me the new ones.

Note: A demonstrative pronoun points to a thing.

(iii) **Interrogative pronoun:** Who are you? What do you want?

Note: An interrogative pronoun is used to ask a question.

- (iv) **Indefinite pronoun :** Everybody wants to be happy. But all cannot be happy. Some are happy while many are unhappy. One cannot be happy without peace of mind. Is there anybody who is really happy? No, there is none.

Note : An indefinite pronoun stands for persons or things in general.

More indefinite pronouns: Nobody, somebody, someone, everyone, everything, something, other, nothing etc.

- (v) **Distributive pronoun:** Each of the students in the class will get a prize. Everyone of them wants to do well in the examination. Two of the boys are very brilliant. Either of them will stand first. But neither of them could do well in the last examination.

Note: A distributive pronoun separates one person or thing from a number of persons or thing.

- (vi) **Reciprocal pronouns:** We should help **one another** to live in peace. When we two work together we should help each other.

Note: **Each other** is used to indicate two persons.

One another are used to indicate more than two persons.

Pronouns are given in the box on the right. Pick out a pronoun and use the right one in the gap:

1. _____ should do one's duty.
2. _____ can count the stars.
3. _____ will help you?
4. _____ is the best book.
5. _____ you say is true.
6. _____ are costly pencils.
7. The rice of Barisal is better than _____ of Dinajpur.
8. The mangoes are not ripe,
I want some ripe _____
9. _____ of the boys will have a prize.
10. _____ of the boys is present.
11. I want to buy _____ of the two pens.

that
one
what
those
who
none
any
either
each
themseleves
neither
both
ones
this

12. ————— of them are strong.
13. There are three pens. I want ————— of these pens.
14. This pen is broken. Give the new —————
15. They build the house —————

(vii) Relative Pronoun:

- a) Everybody believes a man who is truthful.
- b) Niguari is the village where I was born.

Note : In these sentences, who and where are relative pronouns because they refer to the nouns going before (man and village).

Join the following pair of sentences by using relative pronoun.

- a) He bought a house. The house is made of wood and bamboo.
- b) The boy came here. He is my brother.
- c) The pen writes well. Father gave me the pen.
- d) I saw some boys. They were playing in the field.
- e) He visited the place. Your uncle lives in that place.
- f) Bangladesh is a small country. There is a lot of fertile land here.

One is done for you:

- a) He bought a house which is made of wood and bamboo.
- b)
- c)
- d)
- e)
- f)

(viii) Reflexive/Emphatic Pronoun:

When. 'self' is added to my, your, him, her, it, and 'selves' to our, your, them, these are called reflexive/emphatic pronouns.

Example:

- (a) I wash myself when I get up.
- (b) The boys hid themselves.

Here myself and themselves are called reflexive pronoun because the action done by the subject turns back upon the subject.

Emphatic Pronoun: Now look at the following sentences.

- (a) I myself saw him do it.
- (b) The town itself is not very large.
- (c) We saw the king himself.
- (d) They themselves admitted their guilt.

❖ Here myself, itself, himself, themselves are used for the sake of emphasis and are therefore called Emphatic Pronouns.

Exercise

Fill in the following gaps with suitable reflexive/emphatic pronouns:

- (a) I cannot bring _____ to do it.
- (b) I _____ heard the remark.
- (c) Some people are always talking about _____
- (d) You _____ can best explain.
- (e) The horse hurt _____

UNIT SIX

Lesson - 1

Tense

Objectives: By the end of the lesson you will have

- ❑ learnt what tense means
- ❑ learnt about three kinds of tenses and their uses

Read the sentences in the passage A :

Nayeem is a boy. He lives in Dhaka. He reads in a Govt. High School. He is fond of pet-animals. He has a cat. He loves it very much.

This passage describes the action of present time. The sentences belong to present tense.

Note: Present tense describes an action in the present time.

Read the sentences in the passage B :

Mohammad Ali was a farmer. He had a lot of land. He grew different crops plentifully. He used to rise early. He was in good health. He worked very hard. But he lived a happy life.

This passage describes the action of past time. These are the sentences of past tense.

Note: Past tense describes an action in the past time.

Read the sentences in the passage C :

Nahid will rise early in the morning. He will go to school. There will be a sports programme in the school tomorrow. He will take part in three events.

This passage describes the action of future time. These are the sentences of future time.

The sentences describe the action of future. They belong to future tense.

Note: Tense is the change of form in a verb to express the time of action. That is, tense indicates the time when the action of a verb occurs.

Now read the passage:

Ataur is in class nine. Last year he was in class eight. Next year he will be in class ten. He wants to prosper in life. He attends school regularly. He went to school yesterday. There will be a holiday tomorrow. So he will not go to school tomorrow.

Ask and Answer:

- Which sentences in the passage belong to present tense?
- Does the passage contain the sentences of past tense? Find out them.
- Which of the sentences are the examples of future tense?

Fill in the gaps with the verbs in the box. Use the right form of verbs.

grow	to be	work	get	hope	use	know	believe	think
------	-------	------	-----	------	-----	------	---------	-------

Mohammad Ali ——— a farmer. He ——— very hard. He ——— fertile land on which he ——— different crops. He is a good farmer. He ——— how to ——— fertilizer and insecticides to grow a lot of crops. Last year he ——— the award of the best farmer in the village. The villagers ——— that he will get the same award this year too. But Mohammad Ali ——— to become the best farmer in the district. He ——— that diligence is the mother of good luck.

Name the tenses of the following sentences:

Abdur Rahim grew vegetables. But his father told him to grow vegetables and paddy. Now he grows both. He earns much money by selling them. He will buy more land with that money. He is a happy farmer. He has a small family. He sends his children to school. As it is a small family, he can maintain it decently.

Change the following as directed :

- He will visit our house (Make it past tense.)
- The boy went to school. (Make it present tense.)
- Linda sang a song. (Make it future tense.)
- The boys helped one another. (Make it present tense.)
- Newton is a scientist. (Make it past tense.)

Lesson - 2

Present Tense

Objectives: By the end the of the lesson, you will have:

- ❑ learnt that each of the principal tense has four forms.
- ❑ learnt the details of the four forms of present tense.
- ❑ learnt the uses of present tense in your life situations.

Now you have to learn that each of the three principal tenses has four forms namely

- (a) Present Indefinite Tense (b) Present Continuous Tense**
- (c) Present Perfect Tense (d) Present Perfect Continuous Tense.**

Read the Passage A :

Jasmine reads in a village high school. She is very regular in studies. Rising early in the morning, she gets ready for her lesson. Today is a holiday. So she is sleeping. Her father has gone to field to reap paddy. Her mother is calling her to wake. "It is bad to rise late," says her mother. "Mum, rise up. The sun has risen. Wake up and enjoy the morning breeze. Why are you sleeping? Your friend, Nadia has been reading since dawn." Jasrillne gets up and finds that her uncle has sent her a new set of dress on the occasion of her birthday that comes off tomorrow. She feels delighted. Then she turns on the radio to listen to English news. She hears the last voice. "The Queen goes to join the celebration".

The above passage contains the sentences of the four forms of present tense. Read the following examples :

1. Present Indefinite Tense is used to express:

- (i) A universal or general truth : The earth moves round the sun.
Honesty is the best policy.
- (ii) A habitual or permanent action : He reads the Quran everyday
My watch keeps right time.
- (iii) A near future action : The school opens next week.
He returns tomorrow.

Note : This usage is common with verbs of motion: **Come, go, start, return, begin, close etc.**

- (iv) **A present action:** It rains. He walks.
- (v) **Quotations from authors:** John Keats says, "A thing of beauty is a joy for ever".
- (vi) **Past events in order to make the narrative more lively:** Alexander now attacks the enemy. (This is called the Historic or Graphic Present).

2. Present Continuous Tense expresses:

- i. An action going on at present: I am writing. He is playing.
- ii. An immediate future action: I am returning next week.

This tense is not used with the following verbs called verbs of perception such as, **believe, feel, taste, smell, desire, hate, recognize, hear, hope, know, like, love, see, understand, want, wish, wonder, belong, consist, contain, matter, possess, resemble etc.**

We do not say : I am loving you
He is desiring to go.

We say : I love you
He desires to go.

But nowadays we find the use : I am feeling unwell.

3. Present Perfect tense is used to express :

- a. An action just finished: I have done my duty.
He has written a letter.
- b. A past action the result of which is still going on: He has finished his work.
- c. An action begun in the past but not yet completed: He has served in the school for ten years (He is still serving).
- d. A future perfect' action when preceded by **when, before, after, as soon as** etc : I shall return when I have finished the work.

Note : Present Perfect Tense form of some verbs like **go, come, set, rise etc.** is sometimes formed with the verb 'be': He is gone. The sun is set.

- 4. Present Perfect Continuous Tense :** It indicates that the action has been going on for a period and is not finished yet: I have been reading in this school for five years. It has been raining since morning.

Exercise :

Read the passage A again and identify the tense of the sentences. Say which form of tense each belongs to.

Fill in the following gaps with right form of verbs:

- i) A good boy ——— school regularly. (attend)
- ii) The man is ——— n the garden. (work)
- iii) It often ——— heavily in Bangladesh. (rain)
- iv) Linda ——— a beautiful picture. (draw)
- v) Handsome ——— what handsome does. (be)
- vi) Bangladesh is gradually ——— (develop)
- vii) We ——— in this school for four years. (read)
- viii) He ——— ill for three days. (be)
- ix) Our school ——— tomorrow. (reopen)

Fill in the gaps with the verbs given in the box. Use the right form of present tenses:

give	form	to be	live	conquer	advance	succeed	try	work	need
------	------	-------	------	---------	---------	---------	-----	------	------

Man ——— a social being. He lives in society because society ——— him security. But it is man who ——— society. Man cannot live alone. He ——— the help of others to survive. So man ——— together in co-operation with one another from time immemorial. He has been ——— hard to bring about changes in society. He ——— in developing society and the condition of his life by dint of his own efforts. He ——— many forces of nature. He is ——— hard to earn complete mastery over nature he ——— step by step.

Lesson- 3

Past Tense

Objectives: By the end the of the lesson, you will have

- ❑ learnt the four forms of Past Tense, i.e. Past indefinite tense, Past continuous tense, Past perfect tense and Past perfect continuous tense.
- ❑ learnt the uses of the four forms of past tense.

Read the Passage A :

Arif left for school in time. On the way he met his friend Saif. They were good friends. They used to practise speaking English. They started walking together. The sky was cloudy. So they were walking fast. They had reached the school gate before it began to rain. Arif and Saif ran into the classroom. The bell rang and the school started. No sooner had the teacher entered the class than the students stood up. They all gave attention while the teacher taught the lesson. The class was going on. The teacher asked some questions to test what the students had learnt during the lesson. The period being over, the bell rang. The class had been going on for 45 minutes before the bell rang.

The above, passage contains the sentences of the four forms of past tense. Read the following examples :

5. Past Indefinite Tense: This tense is used to express

- a. An action done in the past: Rafiq got a prize.
- b. A regular past habit: He studied regularly. (or we may say 'used to' before the present form of verb)

He used to study regularly.

Note: For an irregular past habit **would** is used after the verb:

He would come here while he was in Dhaka.

I would walk in the morning.

- c. Action of two verbs going on at the same time: While we worked, they played (while we were working, they were playing).
 - d. Action of a definite time in the past: He came at 3 p.m. They came yesterday. He died many days ago.
6. **Past Continuous Tense:** It denotes an action going on in the past: The sun was rising when you woke up. They were playing in the garden. .
7. **Past Perfect Tense:** It denotes an action that was completed before another past action:
- a. **I had reached the school** before the bell rang.
 - b. He said that **he had finished his lesson.**
 - c. The train **had already left** when I reached the station.

Note: If the sentence contains '**before**' the following sequence is maintained:
Past perfect tense + before + past indefinite tense.

❖ I had reached the station **before** the train left.

If the sentence contains '**after**' the following sequence is maintained: Past indefinite tense + after + past perfect tense

❖ The train left **after** I had reached the station.

❖ If the sentence is introduced by no sooner had, hardly had, scarcely had, the subject is used before 'had':

No sooner had we reached the station than the train left.

Hardly had we reached home when it began to rain.

Scarcely had we reached home before it began to rain.

8. **Past Perfect Continuous Tense :** This tense denotes that an action had been going on before another past action.

I had been reading the book before you came."

Exercise :

- ❖ Read the passage A again and identify the tenses.
- ❖ Fill in the gaps with the verbs given in the box. Use the right form of past tense.

live	to be	take	make	tell	return	go	start
------	-------	------	------	------	--------	----	-------

Amin ——— a poor villager. He did not have any work to earn. He ——— three children. His wife ——— a housewife. They ——— in want. They ——— a loan from the Grameen bank and ——— a grocery. They worked very hard. They ——— a good profit. One day Amin was ——— to wholesale market to buy some goods. On the way, he saw that some health workers telling people about family planning. He listened to them. He bore in mind what he ——— heard them saying. Later, he ——— his wife about it after he had ——— home.

Lesson- 4

Future Tense

Objectives: By the end the of the lesson, you will have

- ❑ learnt the four forms of Future Tense.
- ❑ learnt using them in real life situations.

Now read the Passage A :

The spring will begin tomorrow. In the morning nature will look very bright and charming. Birds will sing and flowers will bloom in trees. How enjoyable the days will be! Rising early in the morning, I shall have a walk by the riverside. Then the breeze will be blowing from the south. The wind will be blowing in the month of Chaitra. The paddy plants will be tossing their heads in joy. During this season I shall have awakened every morning before the sun rises. I shall walk by the riverside in the evening to enjoy the sunset of spring. But I shall have returned home before darkness falls.

The above passage contains the sentences of the different types of Future Tense.

9. **Future Indefinite Tense** denotes an action that will take place in future.
Examples: (a) We shall go there. (b) He will do it.
10. **Future Continuous Tense** denotes an action that will be going on in future.
Examples: (a) I shall be playing in the field. (b) He will be sleeping at that time.
11. **Future Perfect Tense** denotes an action that will be completed at some point of time in future :

Examples :

- (a) I shall have returned home by this time.
- (b) He will have completed the work before the sun sets.

12. Future Perfect Continuous Tense denotes an action that will continue for a period of time.

Examples :

- (a) He will have been playing for an hour before the sun sets.
- (b) Neela will have been sleeping for three hours.

[Note: Future Perfect Continuous Tense is no longer in practical use]

Exercise :**A. Fill in the gaps with the right form of verbs:**

- (i) He _____ to Delhi tomorrow. (go)
- (ii) Mr. Rahim _____ a house next year (build)
- (iii) He _____ before you finish the work. (return)
- (iv) We _____ in the garden. (play)
- (v) The sun _____ at 5.20 tomorrow. (set)

B. Change the tenses of the following as directed :

- (i) I did the work. (Future Indefinite Tense)
- (ii) He was playing with his friends (Future Continuous Tense)
- (iii) I had gone to school before you came here. (Future Perfect Tense)
- (iv) I had gone to school before you came here (Future Indefinite Tense)
- (v) She is preparing her lessons. (Future Continuous Tense)

Lesson - 5

Formation of sentences in the light of tenses

1. **Present Indefinite Tense:** (Form of verb is not changed. 's' or 'es' is added to the verb)

Person	Singular	Plural
First Person	I write a letter	We write a letter
Second Person	You write a letter	You write a letter
Third Person	He/She writes a letter	They write a letter

- 'Be' verb is used as principal verbs

First Person	I am well	We are well
Second Person	You are well	You are well
Third Person	He/She is well	They are well
First Person	I have a book	We have a cow
Second Person	You have a book	You have many books
Third Person	He has a garden	They have a house

2. **Present Continuous Tense :** (Auxiliary verb : Am, is, are & ing is added to the verb)

First Person	I am writing a letter	We are writing a letter
Second Person	You are writing a letter	You are writing a letter
Third Person	He/She is writing a letter	They are writing a letter

3. **Present Perfect Tense :** (Auxiliary verbs- Have, Has & principal verb takes past participle form.)

First Person	I have written a letter	We have written a letter
Second Person	You have written a letter	You have written a letter
Third Person	He/She has written a letter	They have written a letter

4. Present Perfect Continuous Tense : (Auxiliary verbs: Have been, Has been & ing is added to the verb.)

Person	Singular	Plural
First Person	I have been writing a letter	We have been writing a letter
Second Person	You have been writing a letter	You have been writing a letter
Third Person	He/She has been writing a letter	They have been writing a letter

5. Past Indefinite Tense : (Principal verb takes past form)

Person	Singular	Plural
First Person	I wrote a letter	We wrote a letter
Second Person	You wrote a letter	You wrote a letter
Third Person	He/She wrote a letter	They wrote a letter

"Was, Were, Had" are used as principal verb.

First Person	I was well	We were well
Second Person	You were well	You were well
Third Person	He/She was well	They were well
	I had a coat You/She/He/had a cat	We had a cat They had a cat

6. Past Continuous Tense: (Auxiliary Verbs: Was, Were, Principal verb + ing)

Person	Singular	Plural
First Person	I was writing a letter	We were writing a letter
Second Person	You were writing a letter	you were writing a letter
Third Person	He/She was writing a letter	They were writing a letter

7. Past Perfect Tense: (Auxiliary Verb: Had, Past Participle form of the principal verb)

Person	Singular	Plural
First Person	I had written a letter before	We had written a letter before
	you came	you came
Second Person	You had written a letter	You had written a letter before
	before you came	you came
Third Person	He/She had written a letter	They had written a letter
	before you came	before you came

8. Past Perfect Continuous Tense: (Auxiliary Verb: Had been, principal verb + ing)

Person	Singular	Plural
First person	I had been writing a letter for	We had been writing a letter
	ten minutes	for ten minutes
Second Person	You had been writing a letter	You had been writing a
	for ten minutes	letter for ten minutes
Third Person	He/she had been writing a	They had been writing
	letter for ten minutes	a letter for ten minutes

9. Future Indefinite Tense: (Auxiliary Verbs: Shall, Will, Present form of principal verb)

Person	Singular	Plural
First Person	I shall write a letter	We shall write a letter
Second Person	You will write a letter	You will write a letter
Third Person	He/She will write a letter	They will write a letter

10. Future Continuous Tense: (Auxiliary Verbs: Shall be, Will be, principal verb + ing)

Person	Singular	Plural
First Person	I shall be writing a letter	We shall be writing a letter
Second Person	You will be writing a letter	You will be writing a letter
Third Person	He/She will be writing a letter	They will be writing a letter

11. Future Perfect Tense : (Auxiliary Verbs: Shall have, Will have, past participle form of the principal verb)

Person	Singular	Plural
First Person	I shall have written a letter	We shall have written a letter
Second Person	You will have written a letter	You will have written a letter
Third Person	He/She will have written a letter	They will have written a letter

12. Future Perfect Continuous Tense: (This tense is no longer used)

You should learn the past tense and past participle forms of the following verbs :

Present	Past	Past Participle	Present	Past	Past Participle	Present	Past	Past Participle
Abid	abode	abode	Hang	hung	hung	Strive	strove	striven
Arise	arose	arisen	Hang	hanged	hange	Swear	swore	sworn
Awake	awoke	awaked	Hide	hid	hid hidden	Swim	swam	swam
Bear	bore	born	Lie	lay	lain	Swell	swelled	swelled
Bear	bore	borne	Welcome	welcomed	welcomed	Swing	swung	swung
Beat	beat	beaten	Ride	rode	ridden	Take	took	taken
Beget	begot	begot begotten	Ring	rang	rung	Tear	tore	torn
Begin	began	begun	Rise	rose	risen	Throw	threw	thrown
Bid	bid bade	bid bidden	Sew	sewed	sewed sewn	Tread	trod	trod trodden
Bind	bound	bound	Shake	shook	shaken	Wed	wed/ wedden	wed/ wedden
Bite	bit	bitten	Shine	shone	shone	Wake	woke	waked/ woken

Present	Past	Past Participle	Present	Past	Past Participle	Present	Past	Past Participle
Blow	blew	blown	Sing	sang	sung	Wear	wore	worn
Break	broke	broken	Sink	sank	sunk	Weave	wove	woven
Dig	dug	dug	Sit	sat	sat	Win	won	won
Draw	drew	drawn	Slay	slew	slain	Wind	wound	wound
Drink	drank	drunk	Speak	spoke	spoken	Wring	wrung	wrung
Fight	fought	fought	Spin	spun	spun	Write	wrote	written
fall	fell	fallen	Spring	sprang	sprung	Apply	applied	applied
Find	found	found	Stand	stood	stood	Bend	bent	bent
Forbid	forbade	forbidden	Steal	stole	stolen	Bleed	bled	bled
Forsake	forsook	forsaken	Stink	stank	stunk	Boil	boiled	boiled
Freeze	froze	frozen	Sting	stung	stung	Bring	brought	brought
Get	got	got gotten	Strike	struck	struck stricken	Build	built	built
Burn	burnt	burnt burned	Read	read	read	Pen	penned	penned
Buy	bought	bought	Rent	rented	rented	Dye	dyed	dyed
Bury	buried	buried	Say	said	said	Die	died	died
Carry	carried	carried	Seek	sought	sought	Believe	believed	believed
Cost	cost	cost	Sell	sold	sold	Annoy	annoyed	annoyed
Cut	cut	cut	Send	sent	sent	Beg	begged	begged
Catch	caught	caught	Shed	shed	shed	Certify	certified	certified
Creep	crept	crept	Shoot	shot	shot	Capsize	capsized	capsized
Deal	dealt	dealt	Shut	shut	shut	Climb	climbed	climbed
Dream	dreamt/ dreamed	dreamt/ dreamed	Sleep	slept	slept	Cheat	cheat	cheated
Dwell	dwelt	dwelt	Slip	slipped	slipped	Crawl	crawled	crawled
Feed	fed	fed	Smell	smelt	smelt	Demand	demanded	demanded
Feel	felt	felt	Speed	sped	sped	Delay	delayed	delayed
Bet	bet/ betted	bet/ betted	Spell	spelt	spelt	Equip	equipped	equipped
Find	found	found	Spend	spent	spent	Expel	expelled	expelled
Found	founded	founded	Spit	spat	spat	Fry	fried	fried
Hear	heard	heard	Spoil	spoiled	spoiled/ spoilt	Forecast	forecast	forecast

Present	Past	Past Participle	Present	Past	Past Participle	Present	Past	Past Participle
Keep	kept	kept	Spread	spread	spread	Forgive	forgave	forgiven
Knit	knit/ knitted	knit/ knitted	Sweep	swept	swept	Greet	greeted	greeted
Knock	knocked	knocked	Teach	taught	taught	Guard	guarded	guarded
Lay	laid	laid	Tell	told	told	Hunt	hunted	hunted
Lead	led	led	Think	thought	thought	Kick	kicked	kicked
Learn	learned	learnt	Wake	waked	waked	Protect	protected	protected
Leave	left	left	Weep	wept	wept	Study	studied	studied
Lend	lent	lent	Work	worked	worked	Light	lit	lit
							lighted	lighted
Lie	lied	lied	Flee	fled	fled	Lose	lost	lost
Make	made	made	Quit	quit/ quitted	quit/ quitted	Let	let	let
Mean	meant	meant	Fly	flew	flew/ flown	Put	put	put
Meet	met	met	Burst	burst	burst	Fell	felled	felled
Pay	paid	paid	Hit	hit	hit	flow	flowed	flowed
			Hurt	hurt	hurt			

Exercise :

Use the following verbs in their correct form of tenses.

Post, live, reach, play, return, tell, break, run, be, read,

1. He ——— the book for an hour.
2. The children ——— now in the garden.
3. There ——— a King in China.
4. I ——— home tomorrow.
5. An honest man never ——— a lie.
6. Who ——— the glass that you see on the floor?
7. The student ——— the school before it began to rain.
8. I am now walking and ——— this time tomorrow.
9. He ——— ill today.
10. Mahbub ——— the letter last week.

UNIT SEVEN

Lesson- 1

Direct and Indirect Narration

Objectives: By the end of the lesson you will have

- ☐ learnt the difference between direct & indirect speeches.
- ☐ learnt the rules of narration according to tenses.
- ☐ learnt changing the direct speech of statement or assertive sentence into indirect speech.

Read the following sentences :

A. The boy says, "I read in Barmi Bazar High School".

B. The boy says that he reads in Barmi Bazar High School.

In the sentence A the speech of the boy is quoted in the exact words of the speaker.

The speech quoted in the exact words of the speaker is a Direct Speech or Direct Narration. It is always written within inverted commas.

Note: The direct speech contains :

- | | | |
|--------------------------------|---|--------------------------------------|
| a. Reporting speech | : | The boy says, |
| b. Reporting verb | : | says |
| c. Reported speech | : | "I read in Barmi Bazar High School." |
| d. Verb of the reported speech | : | read |

In the sentence B the speech is reported in a narrative form without quoting the exact words of the speaker.

The speech reported in narrative form without quoting the exact words of the speaker is an Indirect Speech or Indirect Narration.

Note : The reporting speech and the reported speech are joined by a linking word and the commas are omitted.

Remember: Narration is of two kinds. They are:

- (a) Direct Narration or Direct speech
- (b) Indirect Narration or Indirect Speech

Lesson - 2

Assertive Sentence or Statement

General Rules :

❖ If the reporting verb is in the present or future tense, the tense in the reported speech is not changed.

- Direct** : Nabil says, "I am fine."
Indirect : Nabil says that he is fine.
Direct : The man says, "I shall do it."
Indirect : The man says that he will do it.
Direct : He says, "I went there yesterday."
Indirect : He says that he went there yesterday.
Direct : He will say, "I am ready to go."
Indirect : He says that he is ready to go.

❖ If the reporting verb is in the past tense, the verb in the reported speech is changed into the corresponding past form.

- Direct** : Nadim said, "I am fine."
Indirect : Nadim said that he was fine.
Direct : He said, "I want to go."
Indirect : He said that he wanted to go.
Direct : He said, "I am reading a book."
Indirect : He said that he was reading a book.
Direct : He said, "I have learnt my lesson."
Indirect : He said that he had learnt his lesson.
Direct : He said, "I have been learning English."
Indirect : He said that he had been learning English.
Direct : He said, "I had reached the school before the bell rang"
Indirect : He said that he had reached the school before the bell rang..
Direct : He said, "I can do the work."

- Indirect** : He said that he could do the work.
Direct : He said, "I shall do it."
Indirect : He said that he would do it.
Direct : He said, "I shall have done it."
Indirect : He said that he would have done it.

❖ **If the reporting verb is in the past tense, and the verb of the reported speech is in the past indefinite tense, it (the verb in the reported speech) is changed into the past perfect tense.**

- Direct** : Urmi said, "I went to school."
Indirect : Urmi said that she had gone to school.
Direct : He said, "I wrote the book."
Indirect : He said that he had written the book.
Direct : Kabir said to me, "I was sick."
Indirect : Kabir told me (said to me) that he had been sick.

❖ **If the reporting verb is in the past tense, and the verb in the reported speech is in the past continuous, it (the verb in the reported speech) is changed into the past perfect continuous tense.**

- Direct** : He said, "I was reading a book."
Indirect : He said that he had been reading a book.
Direct : Shimu said to me, "I was making a research to solve the problem."

Indirect : Shimu told me (said to me) that she had been making a research to solve the problem.

Note: The use of the conjunction that between the reporting speech and the reported speech is not a must in the indirect speech.

❖ **If the Direct Speech describes a universal truth, constant fact, habitual fact, geographical fact & quotations, the verb in the reported speech remains unchanged:**

- Direct** : The teacher said, "The earth moves round the sun."
Indirect : The teacher said that the earth moves round the sun.

- Direct** : He said, "My father reads the Holy Quran every morning."
Indirect : He said that his father reads the Holy Quran every morning.
Direct : Keats said, "A thing of beauty is a joy for ever."
Indirect : Keats said that a thing of beauty is a joy for ever.

❖ **The First Person of the direct speech is changed into the person of the man spoken to and the third person does not have any change:**

- Direct** : Rahman said to Mamun, "Your father will go to my office"
Indirect : Rahman told Mamun that his father would go to his office.
Direct : Salam says to you, "You did not help me."
Indirect : Salam tells you that you did not help him.
Direct : They said to us, "He will meet you."
Indirect : They told us that he would meet us.

Note: If the Reporting Verb has an object, it is not good English to write, said to us/him before that, It is better to write told us/him etc.

❖ **If the Reported speech has two or more verbs occurring at the same time, the past tense of the verbs is not changed :**

- Direct** : The teacher said, "Mr. Ant worked hard while Mr. Grasshopper slept."
 The teacher said that Mr. Ant worked hard while Mr. Grasshopper slept
Indirect : He said, "The children sang, danced and played."
Direct : He said that the children sang, danced and played.

❖ **Words that express nearness are often changed into the words expressing remoteness:**

Words in direct speech	Words in indirect speech
Here	there
This	that
Ago	before
These	those

Now	Then
Hence	thence
Come	go
Hither	thither
Thus	so, in that way
Today	that day, the same day
Tomorrow	the next day, the following day
Yesterday	the previous day, the day before
Last night	the previous night, the night before

Exercise :**A. Change the following sentences into indirect speech :**

1. The boy says, "My father is working abroad." 2. Karim says, "I was right".
3. He said to me, "I shall help you". 4. Anwar said to them, "You were absent from the class yesterday". 5. The man said to Kalam, "You have not sent me the letter". 6. Ahmed said to his father, "I am preparing, my lesson". 7. He said to me, "I did not see the boy going". 8. They said to me, "You have done well".
9. The man said to the children, "Allah is kind". 10. They said, "We came, worked and returned".

B. Change the following sentences into direct speech :

- i. He has said that he is ready to go.
- ii. He said that he was sorry for being late that day.
- iii. She said that she had not heard the news.
- iv. He told me that he was there to help me.
- v. He said that he was fourteen years old.
- vi. The teacher said that twelve months make a year.
- vii. She said that she had been ill the previous day.
- viii. He said that he was reading a newspaper.
- ix. My friend said that she did not know her.

Lesson - 3

Interrogative sentence

Objectives: By the end of the lesson you will have:

- ❑ learnt changing the reported speech of question into indirect speech.

Structure of indirect speech

- (a) Reporting verb is changed into ask or enquire of.
- (b) If or whether is used as a linking word.
- (c) The auxiliary verb in the reported speech is used after the subject.
- (d) If the sentence begins with who, which, what, how, when, where, why etc., these are not changed and if or whether is not used.

Note : The indirect speech becomes a statement and no question mark is used.

Direct	: Nadim said to Nadia, "Are you reading now?"
Indirect	: Nadim asked Nadia (or enquired of) if she was reading then.
Direct	: The boy said to Hafiz, "Will you help me?"
Indirect	: The boy asked Hafiz whether he would help him.
Direct	: The man said to Shaila, "What is your name?"
Indirect	: The man asked Shaila what her name was.
Direct	: Karim said to Asif, "When will you return to me?"
Indirect	: Karim asked Asif when he (A) would return to him (K).
Direct	: The man said to his brother, "Can you do it alone?"
Indirect	: The man asked his brother if he could do it alone.
Direct	: The lady said to her husband, "How did you manage it?"
Indirect	: The lady enquired of her husband how he had managed it.
Direct	: He said to me, "Do you know me?"
Indirect	: He asked me if I knew him.
Direct	: He said to me, "Do you not go there?"
Indirect	: He asked me if I did not go there.
Direct	: He said to me, "Why did you go there?"
Indirect	: He asked me why I had gone there.
Direct	: He said to Nadia, "Why did you not go there?"

- Indirect** : He asked Nadia why she had not gone there.
Direct : He said to me, "What makes you laugh?"
Indirect : He said to me what made me laugh. .
Direct : He said to her, "Who are you? What do you want?"
Indirect : He asked her who she was and what she wanted.

Exercise :**A. Turn into the indirect form:**

- i. I said to him, "When will you go there?"
- ii. He said to me, "Did you write a letter?"
- iii. They said to us, "How will you sink a tube-well?"
- iv. We said to them, "Have you seen the man going?"
- v. He said to me, "When did you do the work?"
- vi. He said to me, "Is your father at home?"
- vii. The man said to the boy, "When will you go home?"
- viii. He said to me, "Why do you go there?"
- ix. He said to me, "Are you waiting for me?"
- x. The stranger said to me, "Did you not see me?"

B. Transform the following into direct speeches:

- i. He asked Karim how he had done the work.
- ii. The man asked me when I would be able to help him.
- iii. The leader asked me who I was and why I was opposing him.
- iv. The gentle man asked me how many countries I had visited.
- v. The Headmaster asked the boy why he did not prepare the lesson.
- vi. Asadullah asked his friend if he liked to stay with him.
- vii. They asked us if we had not paid our telephone bill.
- viii. They asked the boy why he had failed in the examination.
- ix. She asked Nazma if it was hers.
- x. The lady asked the boy if he had lost his father.

Lesson - 4

Imperative Sentence

Objectives: By the end of the lesson you will have:

- ❑ learnt to change the direct speech of imperative sentences into indirect form.

Structure of indirect speech

- a. Reporting verb is changed into tell, command or order, request - or beg or entreat or ask, forbid, according to the sense of the speech.
- b. Reporting verb and Reported speech are joined by Infinitive 'to'.

Direct : He said to me, "Do it now"?

Indirect : He told me to do it then.

Direct : Father said to me, "Never go there".

Indirect : Father ordered me never to go there.

Direct : The teacher said to us, "Do not tell a lie".

Indirect : The teacher forbade us to tell a lie.
or, The teacher advised us not to tell a lie.

Direct : The man said to me, "Please help me".

Indirect : The man requested me to help him.

When the reporting verb is without object :

Direct : They said, "Come again".

Indirect : They told or asked me or asked someone to go again.

When there are vocatives:

- Direct** : The captain said, "Soldiers, march on".
- Indirect** : The captain commanded the soldiers to march on.
- Direct** : The leader said, "Friends, listen to me".
- Indirect** : Addressing them as friends, the leader requested them to listen to him.
- Direct** : The student said to the Headmaster, "Excuse me, Sir".
- Indirect** : The student begged the Headmaster to excuse him.

When there is let us in the direct speech, it indicates proposal or suggestion :

- Direct** : He said, "Let us do it".
- Indirect** : He proposed or suggested that they should do it.
- Direct** : He said to me, "Let us go there".
- Indirect** : He proposed to me that we should go there.

[**Note:** Reporting verb is changed into propose or suggest. Should is used for 'let'].

When there is 'let me/him/her etc. it does not indicate proposal:

- Direct** : He said, "Let him do it".
- Indirect** : He said that he might (or might be allowed to) do it.
- Direct** : The boy said to me, "Let me read now".
- Indirect** : ' The boy told me that he might read then or might be allowed to read then.

[**Note:** Reporting verb is changed according to sense, 'let' is changed into might or might be allowed to]

When 'let' indicates request or order:

- Direct** : He said to me, "Please let me go there".
- Indirect** : He requested me that he might be allowed to go there.
or, He requested me to let him go there.

- Direct** : The teacher said to the boy, "Let your friend do it".
Indirect : The teacher ordered the boy to let his friend do it.
Direct : He said, "Let me have some milk".
Indirect : He wished that he might have some milk.

Exercise :

A. Change into indirect form of speech:

- (i) My brother said to me, "Go home at once".
- (ii) He said to them, "Do not come here".
- (iii) He said to him, "Please explain the poem".
- (iv) The general said to the soldiers, "March on".
- (v) The speaker said to the members, "Please obey the Chair".
- (vi) He said, "Let us try again".
- (vii) He said to me, "Let us walk fast".
- (viii) She said to me, "Let me read the story".
- (ix) The boy said, "Sir, please grant me leave in advance".
- (x) He said, "Let me come in".

B. Change the following into direct form of speech:

- (i) He told me to return home.
- (ii) I requested him to give me a pen.
- (iii) The servant entreated me to give him a new shirt.
- (iv) He proposed to me that we should have a walk.
- (v) Father told me not to mix with bad boys.
- (vi) He said that he might do whatever he liked.
- (vii) The man said, "Friends, work unitedly against terrorism."
- (viii) Grandfather advised his grandsons never to dishonour an old man.
- (ix) The passenger asked me to show him the way to the station.
- (x) Father forbade me to laugh at a lame man

Lesson - 5

Optative Sentence

Objectives: By the end of the lesson you will have:

- learnt the changing of direct optative sentences into indirect speech.

The structure of indirect speech of Optative sentences.

- a. The Reporting verb is changed into **wish or pray**.
- b. The Optative form is changed into **a statement**.
- c. **'That'** is used as a linking word.

Direct	: He said to me, "May you be happy".
Indirect	: He wished that I might be happy.
Direct	: Father said to his son, "May God bless you".
Indirect	: Father prayed that God might bless his son.
Direct	: Mr. Khan said, "May Allah save me".
Indirect	: Mr. Khan prayed that Allah might save him.
Direct	: The crowd said, "Long live the chairman
Indirect	: The crowd wished that the chairman might live long.

[**Note:** Though may is absent in the reported speech, its past form **might** should be used]

Direct	: The children sang, "Long live the country".
Indirect	: The children wished singing that the country might live long.
Direct	: Mother said to Shathi & Smriti, "May you shine in life".
Indirect	: Mother wished/prayed that Shathi & Smriti might shine in life.

Sentences that convey greetings, good-bye, farewell etc. are changed in the following way: Reporting verb is changed into wish, bid etc.

Direct	: He said, "Good morning, my friend".
Indirect	: He wished good morning to his friend.
Direct	: He said, "Good evening, my friend".
Indirect	: He wished his friend good evening.

- Direct** : He said to Karim, "Good night, my friend".
Indirect : He bade good night to his friend Karim.
Direct : The man said, "Farewell, my friend".
Indirect : The man bade farewell to his friend.
Direct : Joya said, "Good bye, friend".
Indirect : Joya bade her friend good bye.

Exercise :

A. Turn into the indirect form of speech:

- (i) She said to me, "May you live long".
- (ii) The teacher said to us, "May you all succeed".
- (iii) The man said, "May Allah help me in danger".
- (iv) They said, "Long live the king".
- (v) Nila said to me, "May you do well in the exam".
- (vi) He said to me, "May you win the game".
- (vii) Bithi said, "May Allah save me".

B. Thrn into the direct form of speech:

- (i) The teacher wished that all his students might prosper in life.
- (ii) The people prayed that Allah might do good to their chairman.
- (iii) The boys sang wishing that the king might live long.
- (iv) They prayed that Bangladesh might prosper day by day.
- (v) The saint wished that I might live long.
- (vi) Father wished that his son might have a good job.
- (vii) They prayed that Allah might bless the man with a child.

C. Turn into indirect form:

- (i) He said, "Good morning, Karim".
- (ii) Rahim said, "Good evening, my friend".
- (iii) He said, "Good night, my friend".
- (iv) He said, "Good bye, my friend".
- (v) He said to Nahid, "Good morning, my friend".

Lesson - 6

Exclamatory Sentence

Objectives: By the end of the lesson you will have:

- ❑ learnt the changing of exclamatory direct speech into indirect form.
- a. The reporting verb is changed into **exclaim, cry, shout** etc. according to the sense.
- b. New words and phrases like. **with joy/in joy, with sorrow/ in sorrow, in wonder** etc. are used to express the meaning of exclamation. If the sense of exclamation is not clear, such phrases are not used.
- c. **That** is used as a linking word.
- d. The changed form becomes a **statement**.

Direct : The man said, "Alas! I am undone".

Indirect : The man cried out in sorrow that he was undone.

Direct : He said, "Hurrah! We have won the game".

Indirect : He exclaimed in joy that they had won the game.

Direct : He said to me, "What a funny boy you are"!

Indirect : He exclaimed in joy that I was a very funny boy.

Direct : He said, "What a fool I am"!

Indirect : He cried out with sorrow that he was a great fool.

[Note: 'great' is used before a noun]

Direct : He said, "What a long journey"!

Indirect : He exclaimed that it was a very long journey.

Exception :

Direct : He said, "Who knew that it would happen"!

Indirect : He said that nobody knew that it would happen.

Direct : He said, "By God! I have never done it".

Indirect : He swore by God that he had never done it.

Direct : He said, "Had I the wings of a bird!"

Indirect : He wished he had the wings of a bird.

Exercise :

A. Transform the direct speech:

- (i) The man said, "Alas! He is gone for ever".
- (ii) Nazrul said, "What a charming scenery it is"!
- (iii) The girl said, "What a nice bird it is"!
- (iv) The boys said, "What a fool you are"!
- (v) They said, "How cruel the man is"!

B. Change the form of speech:

- (i) The boy exclaimed in grief that he was ruined.
- (ii) The man exclaimed with sorrow that it was a great pity.
- (iii) Altaf exclaimed that it was a very dirty thing.
- (iv) He swore by Jove that it was a very good news.
- (v) They cried out in joy that the sky was very clear.

UNIT EIGHT

Tag Questions

Objectives: By the end of the lesson you will have:

- ☐ learn what the Tag Question is.
- ☐ learn the uses of Tag Question.

Read the sentences in the passage:

Nafiz is sitting alone in the field. He looks around and speaks to himself. "Birds are free, aren't they? They can fly at large can't they? They are not the best of creations like man are they? Man is the best creation of God, isn't he? He cannot fly in the sky, can he? Birds are a part of our environment. But they do not pollute our environment, do they? It is man who pollutes his environment, doesn't he? We should not pollute our environment, should we? Our people are not educated. If they are educated they will become conscious, won't they? Our people must be educated, mustn't they? Oh! The sun is already set. I am late for home, am n't I? I have to return now, haven't I?"

Ask and Answer:

Do most sentences in the passage end with a question? Pick out the questions.

Does an Affirmative sentence end with a negative question?

Does a Negative sentence end with an affirmative question?

Note: A Tag Question is the question asked by the speaker after a negative or affirmative statement during conversation. Through a Tag Question the speaker wants to have an answer in support of the statement.

If the statement is affirmative, the question tag is negative.

If the statement is negative, the question tag is affirmative.

Example:

They came here, didn't they?

They did not work, did they?

The auxiliary verb or the modal used in the sentence is again used in the Tag Question. The noun used as subject is replaced by pronoun.

Example:

Birds fly in the sky, don't they?

Birds can fly, can't they?

- ❖ If the sentence begins with Let's, '**shall we**' is used in the question tag.

Let's go for a walk, shall we?

Let us go back, shall we?

Use appropriate Tag Questions in the following sentences:

- a. None can do it, _____ ?
- b. Neither of them went, _____ ?
- c. Nobody went there, _____ ?
- d. Everybody saw you, _____ ?
- e. There is no pond in this village, _____ ?
- f. It is a good idea,..... ?
- g. We ought to love our country, _____ ?
- h. He need not depend on others, _____ ?
- i. I am not ready, _____ ?
- J. I am well, _____ ?

UNIT NINE**Linking Words**

Objectives: By the end of the lesson you will have:

- ☐ learnt what linking words mean.
- ☐ learnt the uses of linking words.
- ❖ A linking word works as a conjunction to joint two or more words, phrases and clauses together.

Read the sentences in the passage:

Nadim and Nayeem are two brothers. Nayeem is younger than Nadim. Their father who works as a teacher is a simple man. Both Nadim and Nayeem read in the same school. They are more attentive to studies than other students of the class. Their father wants them to become good men and prosper in life. He hopes that they will bring glory to the country. He is sure that they will succeed.

Ask and Answer:

- (a) Does the passage contain linking words? If so, find out them.
- (b) Which of the following are not linking words? As, both, will, sure, that, and, who, more, same, the attentive, to, to become, two, other, are, than.
- ☐ Let's know more about **words** used as linking words:
- ❖ **That**
 - a. I am glad **that** you have passed.
 - b. He knows **that** you will come again.
 - c. Who is the man **that** can do it?
 - d. We eat **that** we may live.

❖ **Who, Which, What:**

- a. I know the man **who** came here.
- b. This is the book **which** is now out of print.
- c. I do not know **what** they want.

❖ **How, Where, When, While :**

- a. He wanted to know **how** I would go.
- b. He wanted to know **where** I would go.
- c. He wanted to know **when** I would go.
- d. You should not run in the field **while** it rains.

❖ **Before, After :**

- a. They had reached home **before** the rain started.
- b. We returned home **after** the sun had set.
- c. I shall start for school **after** eating my lunch.
- d. He will not go out to play **before** finishing the lesson.

❖ **As, Because:**

- a. **As** he was ill, he did not attend school.
- b. He did not attend school **because** he was ill.

❖ **Whereas :**

- a. Karim is very hardworking, **whereas** his brother is lazy.

❖ **In order to :**

- a. **In order to** learn English you have to practise the four skills.

❖ **Though, But:**

- a. Though he is poor, he is honest. b. He is poor but honest.

❖ **Both and :**

- a. Rabindranath was **both** a poet **and** a dramatist.
- b. **Both** Rahim **and** Karim are industrious.
- c. He will go **both** to Dhaka **and** Savar.
- d. He will **both** read **and** write.

❖ **Or :**

- a. Read **or** you will fail.

❖ **If, Whether:**

- a. **If** you read, you will learn
- b. Stay here **if** he does not come.
- c. I do not know **whether** he came.

❖ **Unless, until, till :**

- a. **Unless** you work hard you cannot shine in life.
- b. Wait here **until** I return.
- c. They worked in the field **till** the sun set.

❖ **Either or :**

- a. **Either** Rahim **or** Karim came.
- b. **Either** Rahim **or** his brothers have done it.
- c. He will **either** read **or** write
- d. I shall go **either** to Rajshahi **or** Dinajpur.
- e. He will **either** play **or** work.

❖ **Neither nor:**

- a. **Neither** Rahim **nor** his father works here.
- b. I shall **neither** wait **nor** tell others to wait.
- c. H will **neither** write **nor** read.
- d. **Neither** he **nor** his friends are present now.

❖ **Whoever:**

- a. **Whoever** you may be, I do not care for you.

❖ **Since:**

- a. It is a week **since** I came here.
- b. A week has passed **since** I came here.
- c. **Since** you are ill, you cannot go there.

❖ **Than:**

- a. Rahim is taller **than** Karim.

❖ **As.....as/So.....as :**

- a. Karim is not **as** tall **as** Rahim I or **so** tall **as** Rahim.

❖ **Such.....as :**

- a. **Such** a kind man **as** Mohsin is rarely found.

❖ **Provided:**

- a. You can stay here, **provided** (on condition that)
You will not speak.

❖ **Whatever:**

- a. Let him do **whatever** he likes.

❖ **As Soon as :**

As soon as the teacher came, the students became quiet.

❖ **So..... that :**

He is **so** weak **that** he cannot walk.

❖ **So long :**

God will bless us **so long** our purpose is honest.

❖ **But for:**

But for your help, I would have failed.

❖ **As well as :**

Rahim **as well as** Karim has come here.

UNIT TEN**Lesson- 1****Introductory 'It'**

Objectives: By the end of the lesson, you will have:

- ❑ learnt what the Introductory 'It' is.
- ❑ learnt making sentences by using Introductory 'It'.

Read the sentences in the passage :

Nadia's father is leaving home for business. He is now calling her to wake up. "Nadia, it is morning. Don't sleep any more. It is time to get up. It is bad to rise late. It is dark in the room. But it is bright outside. Get up and enjoy the fine morning. Early rising is good for health. It is a fine morning in spring. Rise up, mummy"

In the passage, 'It' has been used to introduce the sentences with no meaning as a pronoun. So here 'It' is an Introductory 'It'. It is also called preparatory 'It'.

Note: Introductory 'It' is used merely to introduce a sentence.

Exercise :

A. Now answer the following questions using Introductory 'It':

- i) Where is the book?
.... on the table.
- ii) Why is the child crying?
.....
- iii) What does the cow live on?
.....

iv) What time is it now?

... ..

v) What day is today?

... ..

vi) Who is there?

... ..

vii) When will he come?

... ..

viii) How many years have passed since he came here?

It is now... ..

B. Use Preparatory/Introductory 'It' :

- a. To swim is a good form of exercise.
- b. To walk in the morning is good for health.
- c. When he will arrive is unknown.
- d. Telling a lie is a great sin.
- e. That you are wrong is clear.
- f. We should obey our parents.
- g. He met me at 8 p.m.
- h. The rain is falling.
- i. I was happy to see you after a long time.

Lesson- 2

Introductory 'There'

Objectives: By the end of the lesson, you will have:

- ☐ learnt what the Introductory 'There' is.
 - ☐ learnt the uses of Introductory There.
 - ☐ been able to distinguish between Introductory & Adverbial There.
- ❖ **Introductory 'There' is used merely to introduce a sentence with no meaning of place. As for example:**
- a. There lived a king.
 - b. There are 2500 students in our school.
 - c. There will be no classes tomorrow.

Now read the sentences in the passage:

There are so many beautiful countries in this world. Bangladesh is one of them. There are many rivers in this country. There is the longest sea beach here. There are the largest mangrove forests called the Sundarbans in this country. There live many kinds of animals in the forests. There grow the beautiful trees called the 'Sundaris'. If you go there you can see them. It is safe and easy to visit the forests by river. There are deer and the Royal Bengal Tiger in the forests. Do you know how many things there are in your country? There are so many things for you to visit and know. It is important that you should know about them.

- ❖ **Pick out from the passage Introductory 'there' and write in your exercise book.**
- ❖ **Some examples of Introductory 'there' in isolated sentences.**
- a. There are 7 days in a week.

- b. There are 6 seasons in our country.
- c. There lived a King called Midas.
- d. There came a stranger in the morning.
- e. There are four seasons in a year in Britain.
- f. There is a proverb that one swallow does not make a summer.

❖ **Complete the following sentences using Introductory 'there':**

- a. How many days are _____ in a year?
- b. _____ are 365 days in a year.
- c. Dhaka is a city where _____ are so many mosques.
- d. _____ live a saint named Diogenes
- e. _____ is no change of season in Singapore.
- f. "Is _____ anybody on the deck"? The voice shouted.

UNIT ELEVEN**Simple Phrases & Idioms**

Objectives: By the end of the lesson, you will have:

- ❑ learnt what phrases & idioms are.
- ❑ learnt the uses of phrases & idioms.

A phrase is a group of words that works as a single part of speech having neither a subject nor a predicate.

Phrases are of seven kinds :

1. **Noun Phrase :** It does the work of a noun: His coming back is uncertain.
 2. **Adjective Phrase :** It does the function of an adjective: He was a man of fame (= a famous man)
 3. **Adverbial Phrase :** It does the work of an adverb: He ran at a great speed. (= fast)
 4. **Prepositional Phrase :** It does the work of a preposition: He stood in front of the man.
 5. **Conjunctive Phrase :** It does the work of a conjunction: Come back as early as possible.
 6. **Interjectional Phrase :** It does the work of an interjection: By God! I have never done this.
What a pity!
 7. **Verbal Phrase is group verbs:** It works as a verb: Do not look down upon the poor.
- ❖ **An idiom is a phrase having a special meaning used as a mode of expression peculiar to a language.**
The Headmaster is **all in all** (= all powerful) in the school.

B. Choose the right phrase from the box and use in the gap:

act	on	of a	walking	of great	in front of	from the	at this
on	Japan	hero	the park	kindness		tree	moment

- a The boy fell _____
- b He came and stood _____ me.
- c I do not need it _____
- d They enjoy _____ every mornmg.
- e He bought a car _____
- f Mohsin was a man _____
- g You have performed th e _____
- h He _____ on my advice.

C. Choose the right phrase from the alternatives:

- (i) He gave me a ring _____ (of gold, for gold, with gold) .
- (ii) He did it _____ (carelessly, carefully, in a careless manner)
- (Hi) We met him _____ (in the way, on the way, over the way)
- (iv) He returned home. _____ he could. (as soon as, soon, very quickly).
- (v) A man _____ is like a rudderless boat. (with an aim, without an aim, having an aim)
- (vi) Even a man _____ can do it. (of street, on the street, in street)
- (vii) He was a man _____ (of fame, with fame, in fame)
- (viii) A flower is a symbol _____ (of beauty, with beauty, having beauty)
- (ix) He was a man _____ (riches, of riches, of rich)
- (x) He is a man _____ (of power, of powerful, with power)

Learn the uses of the following Phrases & Idioms.

ABC (the rudiments): He does not know the ABC of science.

Above all (chiefly): Nazrul was above all a good poet.

Aboveboard (without any secret) His dealings are open and above board.

After all (in spite of all that has been said): He is after all an honest man.

All at once (suddenly): All at once, I saw a crowd.

All in all (all powerful): The Headmaster is all in all in the school.

All on a sudden! All 'of a sudden (unexpectedly): All of a sudden, the girl fell into the pond.

All the same (no difference): It is all the same whether you come or not.

Anything but (far from): Your statement is anything but true.

Apple of discord (subject of quarrel): A piece of land is the apple of discord between the two brothers.

As it were (so to say): The moon is, as it were, the lamp of the earth.

As usual (as it commonly happens): He started for school as usual.

As good as (keeping promise): He is as good as his word.

At all (even a little): I do not care for him at all.

At a loss (puzzled): I am at a loss to decide what to do now.

As to (about): As to that, I know nothing.

At all events (in any case): I shall go there at all events.

At daggers drawn (at enmity): The two brothers are at daggers drawn with each other. **At home** (familiar): He is very at home in English.

At last (ultimately): At last, he came.

At a time (each time): Come in one at a time.

At times (occasionally): At times, he loses his temper.

At random (without any aim): He talks at random.

At large (freely): Birds fly at large in the sky.

At the eleventh hour (at the last moment): They visit the patient at the eleventh hour. **At a stretch** (without a break): I can walk ten miles at a stretch.

At the point of (very near): The man is now at the point of death.

At one's disposal (under one's control): The job is now at your disposal.

At one's finger-ends (thoroughly familiar with): Mathematics is at his finger-ends.

At stake (in danger): His life is at stake.

At sixes and sevens (in disorder): The books are at sixes and sevens on the table.

Bad blood (ill feeling): There was a bad blood between the two brothers.

Bag and baggage (with all belongings): The students left the hostel bag and baggage.

Bed of roses (a pleasant condition of life): Life is not a bed of roses.

Before long (soon): He will arrive before long.

Beggar description (to be indescribable): Their sufferings in the rains beggar description.

Bid fair (seem likely to): A good boy bids fair to success.

Birds of a feather (persons of the same nature): Birds of a feather flock together.

Blue blood (high birth): The man is proud of his blue blood.

Black sheep (a man of bad character): There are some black sheep in every society.

Bolt from the blue (unexpected calamity): The news of his death came to me as a bolt from the blue.

Bone of contention (matter of dispute): This boundary wall is a bone of contention between the two neighbours.

Bosom friend (most intimate friend): He is my bosom friend.

By all means (in every possible way): I shall help you by all means.

Beyond doubt (undoubtedly): He will come back beyond doubt.

By dint of (by means of): You can succeed in life by dint of hard work.

By fits and starts (irregularly): If you read by fits and starts, you cannot pass well.

By virtue of (because of): He claimed a pension by virtue of his long service.

By leaps and bounds (at a rapid rate): The price of essentials is increasing by leaps and bounds.

By turns (one after another): They worked in the garden by turns.

By hook or by crook (any how): I shall do it by hook or by crook.

Burning question (an important thing): Population problem is a burning question of the day.

By the by (incidentally): By the by, he told me about his plan.

By this time (by now): He must have reached home by this time.

Bring to light (to let the public know): The secret was brought to light.

Bring to book (to call to account): The criminal should be brought to book.

By chance (incidentally): By chance, I met him on the way.

Call to mind (to remember): I cannot call to mind what he told me.

Chicken-hearted (cowardly): A chicken-hearted man like you cannot do it.

A close-fisted man (a miser): A close-fisted man spends nothing in charity.

Cock and bull story (a foolish story): A cook and bull story makes us laugh only. **Come in question** (to doubt): His honesty cannot be called in question.

Come to light (to be known): The secret has come to light.

Come true (to be proved true): His dream came true.

Crocodile tears (pretended grief): His step-mother shed crocodile tears at the death of his sister.

Crying need (urgent necessary): Education is the crying need of a nation.

Cut a sorry figure (to produce bad result): He cut a sorry figure in the examination.

Cut short (to shorter): Please cut short your lecture.

Cold war (unfriendly relation and no actual fighting): The two nations are at cold war.

Dead letter (not in force): This law is a dead letter now.

Dead language (not spoken): Sanskrit is now a dead language.

Dog in the manger policy (unnecessarily obstructing others): I do not support your dog in the manger policy.

End in smoke (to become useless): All his attempts ended in smoke.

Every other day (on alternate day): Take the medicine every other day.

Fall flat (not to be effective): The plan fell flat for want of money.

Fair weather friend (false friend): Fair weather friends never come in hard days.

Far and wide (all around): His fame spread far and wide.

First and foremost (main & most important): The first and foremost duty of a student is to read.

Flesh and blood (human nature) : A flesh and blood cannot tolerate this torture.

For the time being (for the present): Please let me wait here for the time being.
Find fault with (to detect fault): Do not find fault with others.

Fall short of (be inadequate): Your performance fell short of our expectation.

For good (for ever): He left the country for good.

For the sake of (on account of): He sacrificed much for the sake of peace.

From hand to mouth (very poorly): A beggar lives from hand to mouth.

From head to foot (the whole body): The Headmaster looked at him from head to foot.
Get rid of (to make free): We should try to get rid of the problem.

Gift of the gab (a talented orator): Sher-e-Bangla was a gift of the gab.

Golden age (an age of development): Queen Elizabeth's period is called the golden age of English literature.

Golden opportunity (an excellent opportunity): You have lost a golden opportunity of going abroad.

Hue and cry (up roar): They raised a hue and cry at the sight of the tiger.

Hard and fast (fixed): There are some hard and fast rules in cricket.

Heart and soul (earnestly): He tried heart and soul to win the prize.

Hale and hearty (physically sound): I hope you are hale and hearty.

Head or tail (no meaning): I could not make out head or tail of what he said.
(Make out = understand)

High and low (all without exception): He is loved by all high and low.

Hang in the balance (to remain uncertain): The fate of the prisoners are still hanging in the balance.

In black and white (in writing): Please give the statement in black and white.

In a fix (in a difficult situation): I am in a fix and so I cannot do it without your help. **In case** (if): In case you fail, you have to try again.

In fine (in conclusion): In fine, he advised us to co-operate with one another.

In full swing (in full force): The school is going on in full swing.

In lieu of (in stead of): He gave me a pen in lieu of a pencil.

In spite of (not withstanding): He came in spite of rain.

In the long run (ultimately): If you are lazy, you have to suffer in the long run.

Ins and outs (details): I know the ins and outs of the affair.

In a nut-shell (in short): He told us the story in a nut-shell.

In quest of (in search of): Tigers prowl in quest of prey.

In the good book of (in favour with): You are in the good book of the Managing Director.

In view of (in consideration): In view of his age, he was forgiven.

In no time (soon): He will return in no time.

In cold blood (deliberately): He murdered the man in cold blood.

Kith and kin (relatives): He has no kith and kin in the city.

Know no bounds (to be boundless): The orphan's sufferings after the death of his father knew no bounds.

Leave no stone unturned (to neglect no means): He left no stone unturned to gain the object.

Lion's share (major portion): The mill owners take the lion's share of the profit.

Lose heart (to be in despair): You should not lose heart when you fail to get your desired thing.

Long and short (the simple fact): This is the long and short of the story.

Man of letters (learned man): Everybody respects a man of letters.

Maiden speech (the first speech in public): Everybody was charmed to hear his maiden speech.

Make good (to compensate for): I shall make good of the loss.

Muster strong (to gather in a large number): People mustered strong in the meeting.

Make the best use of (use properly): You should make the best use of your time.

Make sure (to ascertain): You must make sure of your aim.

Nip in the bud (to destroy in the initial stage): All his hopes were nipped in the bud at the death of his father.

Now and then (occasionally): He visits our house now and then.

Null and void (invalid): This law is now null and void.

On behalf of (as a representative of): The chairman spoke on behalf of the council.

Of course (surely): Of course he will return soon.

Once and again (frequently): Father warned me once and again not to see the film.

Once for all (now and for the last time): I have seen his dead face once for all.

Open secret (secret known to all): Corruption in upper levels is an open secret.

Out of pocket (having no money): I am now out of pocket, so I cannot give you the money.

On foot (by walking): He came on foot.

On the eve of (just before): I went to the airport on the eve of his departure.

Part and parcel (an integral part): A library is a part and parcel of an educational institution.

Play hide and seek (a hiding and finding out game): The children were playing hide and seek.

Play truant (to leave or stay away from school without reason): Nazrul used to play truant.

Pros and cons (advantages & disadvantages): You must know the pros and cons of the matter.

Point blank (directly): The terrorist shot at him point blank.

Play tricks (play false): Some politicians play false with people.

Put off (lay aside): Do not put off your lesson for tomorrow.

Put off (take off/ remove): Put off your dirty shirt.

Put out (extinguish): Put out the lamp.

Rag day (the last day of education): Students enjoy the Rag day every year.

Red letter day (a memorable day): The Independence Day is a red letter day.

A rainy day (hard times): We should save money against a rainy day.

Red-handed (at the time of committing a crime): The thief was caught red-handed.

Skin and bone (skeleton): Disease makes a man skin and bone.

Slow coach (a person slow in action): A slow coach like him cannot do it within this time.

Stone's throw (at short distance): My school is at a stone's throw from my residence.

Sum and substance (summary): This is the sum and substance of the story.

Summer friends (false friends): Summer friends do not come during evil days.

Square meal (full meal): The poor cannot have two square meals a day.

Step by step (gradually): Try to advance step by step.

Tell upon (to affect): Overwork will tell upon your health.

To the back bone (in the inmost being): The boy is wicked to the backbone.

Ups and downs (rise and fall): Every life has ups and downs.

Up and doing (very active): Be up and doing to prosper in life.

Without fail (certainly): I will go there tomorrow without fail.

Weal and woe (in happiness and sufferings): Good friends will help you in weal and woe.

Well-to-do (solvent): He comes of a well-to-do family.

Exercise :

Fill in the gaps with the phrases & idioms from the box. There are more phrases and idioms than necessary:

After all	first and foremost	find fault with	by turns	golden opportunity	at home in
Above board	all in all	black sheep	by dint of	by fits and starts	all on a sudden

- _____ he is a good man.
- Rafiq is very _____ English.
- There appeared a tiger _____ .
- The spoilt son is a _____ of his family.
- You should not read _____ if you want to do well in the examination.
- Joy and sorrow come _____ in our life.
- The boy prospered in life _____ hard work.
- Your _____ duty is to study regularly.
- It is a bad habit to _____ others.
- You have lost----- of getting a good job.

UNIT TWELVE**Lesson-1****Prepositions**

Objectives: By the end of the lesson you will have:

- ☐ learnt what prepositions are.
- ☐ learnt the uses of prepositions.

❖ **A preposition is a word placed before a Noun or a Pronoun** to show its relation to some other words in the sentence.

Read the sentences in the passage:

Syed lives at Shahidbagh in Dhaka. He goes to school by car. Sometimes he goes on foot. He starts from home at 7.30 a.m. I go to school by rickshaw. I start early in the morning. There was a heavy rain yesterday and the roads went under water. So he was absent from school.

❖ **The following words appear in the passage:**

at, in, to, by, on, from, under. These are prepositions.

Use of some prepositions:

At:

- a) They left home at dawn.
- b) I reached home at night.
- c) He is now at home.
- d) They came at noon.

Similarly- (at school, at the door, at a distance, at present, at war etc.)

- e) He left school at 12. (when 12.)years old)
- f) He was then ————— work.
- g) The examination is ————— hand (near)

- h) There is a beggar standing ——— the door.
- i) He can see better ——— a distance.
- j) I could not know him ——— first sight.
- k) The train ran ——— full speed.
- l) He could not finish the work ——— a setting.
- m) He sold the thing ——— a loss.
- n) He bought the goods ——— taka 200.
- o) Pure milk is rare ——— present.

By :

- a) They travelled by boat/rail/car etc.
- b) He came by air/land/water.
- c) They work ——— day or ——— night.
- d) He sent a letter ——— post or ——— hand.
- e) We informed him ——— letter or ——— telephone.
- f) Eggs are sold ——— the dozen.
- g) He sat ——— me
- h) We paid- ——— cheque.
- i) He knows me ——— name.
- j) He is older than you ——— 5 years.
- k) It is four P. M. ——— my watch.
- l) We defeated them ——— two goals to one.
- m) Can you finish the work ——— tomorrow?
- n) The man died ——— accident.
- o) The teacher pulled him ——— the ear.
- p) I did it ——— mistake.

For

- a) I am speaking for my class.
- b) She cried out _____ fear.
- c) He was silent _____ shame.
- d) We heard a cry _____ help.
- e) He ran away _____ life.
- f) The house is _____ sale.
- g) Hope _____ the best, prepare _____ the worst.
- h) Plant a new tree _____ every tree you cut down.
- i) What is Dhaka famous _____ ?
- j) He did the job _____ nothing.
- k) He was sent to prison _____ stealing.
- l) They are the passengers _____ Khulna.
- m) The girl is tall _____ her age (enough tall compared with her age.)
- n) In the desert _____ miles and miles there is no house.
- o) He is not getting ready _____ school.
- p) They voted _____ him.

In :

- a) He is _____ danger.
- b) They dry fish _____ the sun.
- c) I did this _____ his presence/absence.
- d) I am _____ difficulty.
- e) His party was _____ power.
- f) We write _____ black ink.
- g) Cut the apple _____ two.
- h) He lived _____ luxury.

- i) People ———— general are ignorant of health rules.
- j) They were ———— love.
- k) It is a novel ———— three parts.
- l) Do you know the man ———— white dress?
- m) The books were packed ———— bundles.
- n) You may pay the amount ———— part.
- o) He was talking ———— a loud voice.
- p) You should pay ———— advance.
- q) He is young ———— years but old ———— wisdom.
- r) He will come ———— September.

(in despair, in doubt, in wonder, in public, in secret, in private, in fun, in tears, in writing)

On :

- a) We met him on the road.
- b) He was ———— the way to Mymensingh.
- c) Mahdi went there ———— duty.
- d) Dhaka is ———— the Buriganga.
- e) He lives ———— a small income.
- f) He said this ———— oath.
- g) This story is based ———— fact.
- h) He fainted and fell ———— to the floor.
- i) He retired ———— a small pension.
- j) He bought the machine ———— credit.
- k) His father brought a car ———— hire.
- l) He came here ———— business.
- m) This is payable ———— demand.

- n) He gave a lecture ———— Shakespeare.
- o) There was a big home ———— the main road.
- p) He is coming ———— Monday.
- q) He is ———— our committee.

To:

- a) When do you go to bed?
- b) He sang ———— the harmonium.
- c) What is he ———— you?
- d) He rose ———— high rank.
- e) I was sitting with my feet ———— the fire.
- f) This is ———— my liking.
- g) He is a secretary ———— the MD.
- h) Japan is ———— the east of Bangladesh.
- i) Mother sang her baby ———— sleep.
- j) It is a quarter ———— six.
- k) Do not start until the lights change from red ———— green.
- l) The fruit is sweet ———— the taste.
- m) He tore the letter ———— pieces.
- n) This picture is true ———— life /nature.
- o) It was ———— my advantage.
- p) The house was ———— fire.

Under :

- a) He holds a post ———— Government.
- b) I do not like to work ———— him.
- c) The case is now ———— trial.
- d) The criminal is ———— sentence of death.

- e) The building is ——— construction.
- f) India ——— the Moghals was very prosperous.
- g) How long can you stay ——— water?
- h) Your application is ——— consideration.
- i) This is a road ——— repair.
- j) The cat is ——— the table.
- k) We passed ——— many bridges.
- l) Fish move ——— water.
- m) He is an officer ——— the rank of captain.
- n) We found ten acres of land ——— paddy.
- o) This is a matter ——— discussion.

Above :

- a) We were flying ——— the clouds.
- b) The sun rose ——— the horizon.
- c) The temperature has been ——— the average recently.
- d) It weighs ——— or over ten tons.
- e) His conduct is always ——— suspicion.
- f) The sky is ——— the earth.
- g) A soldier should value honour ——— life.
- h) Do not live ——— your means.
- i) The applicants must be ——— 21 years of age.
- j) He is ——— meanness and deceit.
- k) He is now ——— fifty.
- l) There is nothing in this shop ——— Taka 200/-.

Over :

- a) Spread a cloth **over** the table.

- b) The birds flew ——— my head.
- c) Tie a piece of cloth ——— the top of the pitcher.
- d) He held an umbrella ——— my head.
- e) We had a pleasant talk ——— a cup of tea
- f) They climbed ——— a wall.
- g) The river is ——— 50 miles long.
- h) He spoke for ——— an hour.
- i) The wires ——— the streets are dangerous.
- j) Mr. Khan is ——— you in the office.
- k) He is famous all ——— the world.
- l) He ruled ——— a vast empire.

Against:

- a) Public opinion was **against** this proposal.
- b) We were going ——— the current.
- c) They voted ——— him
- d) He hit his head ——— the wall.
- e) It is an injection ——— rabies.
- f) Place the ladder ——— the wall.
- g) He was leaning ——— a pillar.
- h) The rain was beating ——— the wall.
- i) She was married ——— her will.
- j) Take precaution ——— fire.

With:

- a) It is a coat ——— two pockets.
- b) The hills are covered ——— snow.
- c) A baby ——— no clothes came here.

- d) We write ————— a pen.
- e) What's your business —————?
- f) He was trembling ————— fear
- g) It is a habit ————— some people.
- h) Did you see it ————— your own eyes?
- i) He was standing ————— his hands in his pockets.

Some other uses of preposition:

❖ **In/At ('in' before a big place, 'at' before a small place)**

- a. They live **at** Shahjahanpur **in** Dhaka.
- b. The Tajmohal is **at** Agra **in** India.

❖ **By/With ('by' a person or agent, with a thing or instrument)**

- a. The snake was killed **by** Kalam **with** a stick.
- b. The tiger was shot **by** him **with** a gun.

❖ **In/On/To ('in' within boundary, 'on' the boundary, 'to' away from the boundary)**

- a. Gaffargaon is **in** Mymensingh.
- b. The Garo Hills are **on** the north of Mymensingh.
- c. Japan is **to** the east of Bangladesh.

❖ **Between / Among: ('between' to denote 'two', among to denote more than two)**

- a. He divided the mangoes **between** two brothers.
- b. The man divided his land **among** his four sons.

❖ **Since / For ('since' to denote point of time, & 'For' to denote period of time)**

- a. They have been playing **for** two hours since morning.

- ❖ **Before/By/Within: ('Before & by' to denote a point of time & 'within' period of time)**
 - a. You must return **by** 6 p.m. (Not after six).
 - b. You must come back **before** 6 p. m. (Any time before six)
 - c. You must come back **within** an hour (Not before).
- ❖ **In/After ('In' is used for future action & 'after' is for past action)**
 - a. They will return **in** a week.
 - b. He returned **after** a week.
- ❖ **In time/On time: (in time = not late, early enough, On time = On schedule, just time)**
 - a. We reached the station **in time**.
 - b. The plane took off **on time**.

Exercise :

A. Fill in the gaps with prepositions from the box:

with, by, at, for, in, over, on, under, to, against.

- i. They reached the destination ——— noon.
- ii. The steamer was going ——— the current.
- iii. Do you like tea ——— sugar?
- iv. A good teacher teaches ——— example.
- v. Is he now ——— the room?
- vi. The leader is speaking ——— his people
- vii. The plan flew ——— our house.
- viii. There is nothing new ——— the sun.
- ix. When do you go ——— bed?
- x. Is Mr. Hossain a teacher ——— the staff?

Lesson- 2

Appropriate Prepositions

Objectives: By the end of the lesson, you will have:

- ❑ learnt the appropriate use of certain prepositions.

[**Note:** Certain words take particular prepositions after them. This is a matter of Idiom]

Abide by (obey): Students should abide by the rules of the school.

Abide in (live): His uncle abides in London

Abstain from (refrain): We should abstain from smoking.

Accused of (convicted): The man was accused of theft.

Abound with (full of): Our rivers abound with fishes.

Abound in (exist plentifully): Fishes abound in our river.

Admit to (take in / enroll): He was admitted to Motijheel Govt. Boys' High school.

Agree with, on (consent): I agree with you on this point.

Agree to (consent): He did not agree to this proposal.

Aim at (shoot at): He aimed at the bird.

Appear before (present publicly): The man appeared before the court.

Appear in (set for an exam): We shall appear in the S. S. C Exam.

Apply to, for (ask for): I applied to the Headmaster for leave.

Appear to (seem): It appears to me that he is innocent.

Attend to (give care and attention): You should attend to your lesson.

Attend on/upon (look after): The nurse is attending on/upon the patient.

Absent from (not present): He was absent from school.

Addicted to (habituated to evil things): Don't be addicted to smoking.

Accompanied by (with): He went to Dhaka accompanied by his father.

Afraid of (frightened): Everybody is afraid of snakes.

Attentive to (mindful): You should be attentive to studies.

Affectionate to (fond of): Teachers are affectionate to students.

Access to (entrance): We have access to the office.

Adjacent to (near): My office is adjacent to my residence.

Appetite for (hunger): Physical exercise increases appetite for food.

Ambition for (strong desire): Almost everybody has ambition for fame.

Aware of (conscious): We should be aware of our duties.

Angry with/at: He is angry with you.

Anxious about (worried): Father is anxious about my result.

Ashamed of (feeling shame): I am ashamed of your conduct.

Adequate to (sufficient): Water supply is not adequate to our needs.

According to (in harmony with): He worked according to my advice.

Beware of (having caution): Beware of pickpockets.

Bask in (enjoy warmth and light): They were basking in the sun.

Believe in (to have faith): We believe in Allah.

Blind of (having no power to see): He is blind of one eye.

Blind to (indifferent): The man is blind to his son's fault.

Boast of (feel proud): He boasts of his riches..

Born of (come of): He is born of a middle class family.

Bound for (ready to start): The train is bound for Sylhet.

Burst into (suddenly begin to cry): Hearing the news, she burst into tears.

Burst out (suddenly begin to laugh): The whole class burst out laughing.

Beneficial to (good for): Walking is beneficial to health.

Care for: I do not care for anybody.

Close to (near): My house is very close to our school.

Compare with (to make comparison with a similar thing): Rabindranath is compared with Shelly.

Compare to (to make comparison with a dissimilar thing): Anger is often compared to fire. **Commit to memory** (memorize): Can you commit this long poem to memory? **Charge against** (complaint): What is the charge against him?

Complain against (bring charge): They complained against the teacher.

Complain to (bring charge to somebody): They complained to the Headmaster.

Comply with (keep): Please comply with my request.

Competent for (fit for): You are competent for the post.

Consist of (contain): Our family consists of five members.

Consist in (lie in): Happiness consists in contentment.

Compensate for (make up the loss): Who will compensate for the loss?

Congratulate on (express pleasure for one's success): I congratulate you on your brilliant success.

Condemn to (sentence to): The murderer was condemned to death.

Conducive to (good for): Early rising is conducive to health.

Congenial to (conducive): Polluted air is not congenial to health.

Convict of (declare guilty): He was convicted of theft.

Cure of (get rid of a disease): He was cured of malaria.

Cure for (remedy): There is no cure for AIDS.

Credit to (deposit): Credit the amount to my account.

Deal in (do business): His uncle deals in rice.

Deal with (behave): He deals well with all.

Deficient in (weak): He is deficient in English

Deliver to (hand over): The postman delivered the letter to me.

Deprived of (not allowed to enjoy rights): The poor are deprived of their rights.

Die of (die of a disease): The man died of malaria.

Die from (die because of harmful effect): The boy died from over-eating.

Die for (sacrifice): Soldiers die for their country.

Die by (die by own hand): The man died by suicide/hanging.

Devoid of (empty of): He is devoid of commonsense.

Cause of (reason): What is the cause of your failure?

Cause for (reason for a future event): There is no cause for anxiety.

Depend on (rely): We should not depend on foreign aids.

Different from (not the same): This book is different from yours.

Differ with (disagree): I differ with you on this point.

Dull at (not bright): He is dull at Mathematics.

Difference between (the state of being not the same) Do you know the difference between a poet and a scientist?

Disqualified for (not qualified): Only a B.A. is disqualified for the post of Headmaster.

Fond of (favorite): The cat is fond of milk.

Faith in (belief): We have faith in Allah.

Faithful to (loyal): The dog is faithful to its master.

Famous for (reputed): Rajshahi is famous for mangoes.

Feed on (live on): The cow feeds on grass.

Expert in (skilled) He is an expert in English.

Expect from (hope): We expect a good result from you.

Fit for (suitable): He is fit for this post.

Fine for (penalise): He was fined for misconduct.

Fire at (shoot at): The hunter fired at the bird.

Free from (exempt! without): We are not free from diseases.

Free of (without cost): We had the books free of cost.

Full of (filled with): Every fruit is not full of juice.

Fondness for (love): He has fondness for games.

Good at (efficient): He is good at driving.

Grateful to/for (thankful): We are grateful to you for your help.

Guilty of (having guilt): He is guilty of theft.

Hanker after (have a strong desire): Don't hanker after evil-money.

Hopeful of (having hope): I am hopeful of your success.

Inform of (give information): Who informed you of the matter?

Interested in (having an interest): He is interested in painting.

Introduce to (acquaint with): He introduced me to the class.

Laugh at (ridicule): Don't laugh at the poor.

Jealous of (having ill feeling): He is jealous of my prosperity.

Key to (mainly helpful): Industry is the key to success.

Lame of (having lameness): He is lame of one leg.

Marry to (to be in marriage): Mamtaz was married to Shahjahan.

Mindful of (attentive to): Good students are mindful of their studies.

Open to (allowing all): A school is open to all for education.

Noted for (famous): Mohsin was noted for charity.

Play at (cards/with fire): He was playing at cards. Don't play with fire.

Popular with (loved by people): He is popular with his work mates.

Preside over (be the head of): He presided over the meeting.

Prepare for (get ready): He is preparing for the exam.

Qualified for (fit for): He is qualified for the post of Principal.

Play on (perform on a musical instrument): The boy was playing on a violin.

Prevent from (forbid): Father prevented me from going to the cinema.

Prohibit from (forbid): Father prohibited me from going to the cinema.

Recover from (come round): He has recovered from illness.

Regard for (honour): We must have regard for our elders.

Smile at (laugh at): Don't smile at the poor.

Smile on (favour): Fortune smiles on the brave.

Sure of (having confidence): I am sure of my success

Trust in (believe in): We should trust in God.

Taste for (interest): He has taste for music.

Thirst for (strong desire): He had thirst for knowledge.

Worthy of (deserving): Your action is worthy of praise.

Wait upon (attend on): A nurse waits upon the patient.

Exercise :

A Fill in the gaps of the passage with prepositions/ prepositional phrases from the box: Use the right form grammatically.

against	jealous	convict of	sentence to	afraid of	believe in	agree on	to	for	in
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Socrates was ———— blasphemy. The charge ———— him was quite false. The judges declared him guilty. He was ———— death. Later, the Athenians could realize their mistake. The truth was that the persons ———— power had grown ———— him. They were also ———— his popularity and his great love----- people. In fact, Socrates was a victim ———— jealousy. He ———— oneness of God. He did not believe in Greek gods and goddesses. He was regular in prayers. He did not ———— this point that all men are equal.

B Fill in the gaps with prepositions from the box: There are more prepositions than necessary.

Attentive to duty to	blind to appoint to	grateful to confident of	since remedy for	deal in dief for	agree to commit to memory
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- (i) The man is ———— his own fault.
- (ii) We have ———— our motherland.
- (iii) Students should be ———— studies.
- (iv) We must be ———— those who help us.
- (v) His father ———— in rice.
- (vi) I am ———— my success.
- (vii) Patriots ———— their motherland.
- (viii) I cannot agree with you ———— this proposal.

UNIT THIRTEEN

Modals

Objectives: By the end of the lesson, you will have

- ❑ learnt what modals are.
- ❑ learnt the uses of modals.

Read the passage carefully:

Students are the future hopes and aspirations of a nation. You are students. You have a lot of responsibilities. You should do your duties properly. You should read your lessons regularly. You must not waste your time. You may not understand a lesson by reading once or twice. In that case, you should read again and again. You must give full attention. You ought to obey your parents and teachers. You have to study as it is your main business. Besides it, you can do social work. You can help your parents in different ways. You can plant trees. You have to motivate people that they need not cut down trees indiscriminately. Tell people that the country is going to be a desert because of deforestation.

❖ In the passage there are **can, could, may, might, should, need, dare, shall, will, ought to, used to, have to etc.** They are modals. Modals are some auxiliary verbs. Hence, they are called Modal Auxiliaries.

Ask and answer:

1. Does the passage contain auxiliary verbs? Pick out them.
2. Are they all modal auxiliaries? Arrange them in your exercise book.

Read the passage again and complete the following with modals :

Students ——— not waste their time. They have a lot of duties. They ——— not put off their lessons for tomorrow. They ——— prepare the lessons regularly. A bright student ——— learn the lesson easily. But a weak student ——— read it again and again. He/she ——— read with full concentration. All students ——— obey their teachers. They ——— respect their parents. They ——— to love their motherland. They ——— to work for the development of the country.

❖ **Let us know more about the uses of some modals**

➤ **'May' is used to denote:**

- a) Permission : You may go now. May I come in, Sir?
- b) Possibility : He may pass. It may rain today.
- c) A wish : May you be happy. May God bless you.
- d) A purpose : He works hard that he may pass. We eat that we may live.

➤ **'Might' is used to denote:**

- a) Request : Might I go now?
- b) Unfulfilled Condition : He might have recovered if he had proper nursing.
- c) Weak possibility : He might go tomorrow.
- d) A past action : He might have gone.

➤ **'Can' is used to express :**

- a) Power or ability : He can run. I can help you.
- b) Permission : You can go now.

➤ **'Could' is used as :**

- a) Polite request : Could you tell me the way to the station?
- b) Past tense of can : He could not attend school on account of illness.

❖ **Must has no change of form. It refers only to present and future times.**

Must is used to express :

- a) Compulsion : You must do it.
- b) Duty : We must obey our parents.
- c) Determination : I must go there.
- d) Certainty : We must all die. He must be mad.
- e) Past certainty : He is returning. He must have missed the train.

*** Shall, Will, Should, Ought to, Need, Dare**

Shall & Will are used to denote simple future action: (i) I shall do it;
(ii) He will do it.

Should is used to express:

- | | | | |
|----|-----------------------------|---|---|
| a) | Duty or obligation | : | You should go there. You should obey your teachers. |
| b) | Modesty in the first person | : | I should like to invite them. |
| c) | Condition Should | : | Should you go there, I would punish you (If you should go there, I would punish you) |
| d) | Desire, intention, anxiety | : | I desire that he should win.

I intend that my son should be a lawyer.

I should go if I were you.

I am anxious that he should pass. |
| e) | Advice/Recommendation | : | He should stop smoking: |
| f) | Past obligation | : | You should have done it. |

Should is used in the subordinate clause that begins with 'lest': Walk fast lest you should miss the train.

'Ought to' is used to express:

- | | | | |
|----|-----------------|---|--|
| a) | Obligation/Duty | : | We ought to love our motherland.

You ought to respect your parents. |
| b) | Past obligation | : | You ought to have come early. |

Need means

- | | |
|---|---------------------------------------|
| : | a) To want (as a principal verb) |
| | b) To be under necessity (as a modal) |

To want : He needs rest
 He needs to go.
 He does not need to go. (Negative)
 Does he need to go? (Interrogative)

To be under the necessity : He need not go there.
 Need he go there?

(**Note:** It is used only in Negative and Interrogative sentences. Infinitive 'to' remains omitted. No's' or 'es' is used for third person singular subject)

➤ **Need is used to express the past idea: You need not have gone there.**

(a) Dare is used in the sense of challenge:

He dares me to fight. (Present tense)

He dared me to fight. (Past tense)

I dare you to do it.

(b) Dare is used in the sense of Venture: (In Negative and Interrogative sentences)

He dare not do it.

Dare he do it? No, he dare not

He dares to do it. (In affirmative sentence infinitive 'to' is used)

(c) In the past tense, either dared or durst is used.

He dared not do it /He durst not do it.

He dared do it/He durst to do it.

Dared he do it?/Durst he to do it?

➤ **Dare is used to express indignation:**

How dare you say so?

How dare he go there?

Use appropriate Modals in the gaps: [May, must, can, should, need, could]

Tofazzal is a farmer. He —— read and write. He has learnt the rules of scientific cultivation. He has cultivated different crops on his land. There has been no rain for a week. So he —— irrigate the land. Insects —— cause harm to the growing crops. He —— use insecticides in the fields. He —— to go to market to buy insecticides. Tofazzal's father did not know scientific process of cultivation. So he —— not grow crops plentifully. He was in want. But Tofazzal is a rich farmer.

UNIT FOURTEEN

Conditional Sentences

Objectives: By the end of the lesson, you will have

- ❑ learnt what a conditional sentence is.
- ❑ learnt the uses of conditional sentences.

Read the following passage:

You want to learn and speak English. Speaking English depends on practice. If you practise, you can learn. If you practised speaking, you would be able to speak. But you did not try. If you had asked your teacher for help, he would have helped you. Now you should try and practise if you want to learn and speak. If you practise everyday, you will learn to speak better. If you are trying for a good job, you must know English. So you must learn English.

There are conditional sentences in the passage. This condition is introduced by 'If'.

Structure: a) If + present + future

- b) If + past + future in the past (would)
- c) If + past perfect + future perfect in the past
- d) If + present perfect + future/present.

❖ **'if' can be at the beginning or in the middle of a sentence:**

- (a) If you come by bus, it will be cheaper.
- (b) You will miss the train if you do not come early.
- (c) Eat something if you are hungry.
- (d) It will be comfortable if you come by train.
- (e) What will you do if you fail to get the job?
- (f) How will you go if you miss the last train?
- (g) Where will they go if they lose their paternal homestead?

❖ Now study the structure**(i) If + Present + present**

- a. If you read a lot, you learn a lot.
- b. If you come late, you miss the train.
- c. We are going to play if it does not rain.
- d. If the students respect their teachers, they love them most.

(ii) If + Present + Future:

- a. If you come, I shall go.
- b. If you read regularly, you will do well in the examination.
- c. If you earn much, you will become rich.
- d. If he is late, he will miss the train.

(iii) If + Past + Future in the past

- a. If you studied attentively, you would not fail in the examination.
- b. If you lived in America, you would speak English.
- c. If you worked hard, you could shine in life.
- d. If I had enough money, I could set up a hospital.
- e. If you tried, you could do it.

(iv) If / When + present perfect + future

- a. If you have finished the work, you will get a prize.
- b. If you have written the letter, I shall post it.
- c. When you have finished your lesson, you can take rest.

❖ Imperative Sentence and If :

- (a) Put the television off if there is no interesting programme.
- (b) Read the lesson attentively if you want to learn well.
- (c) Go to school if it does not rain.
- (d) If I am late this afternoon, don't wait for me.
- (e) Start now if you want to reach before sunset.
- (f) Eat a balanced diet if you want to possess good health.

❖ **In conversation, we often use "If+part of the sentence":**

Are you going to the circus?

Yes, if I get a ticket.

A. Change the following sentences into If + Present + Present:

- (a). If you practised speaking, you would speak better English.
- (b). If Rina came, Mina would go.
- (c). If you came late, you would miss the train.
- (d). If you neglected your studies, you would fail in the examination.
- (e). If I got a visa, I could go to America.

❖ **Conditional Sentence & 'Modals':**

- (a) You can stay if you want.
- (b) You must read well if you want to pass well.
- (c) You ought to respect your parents if you want to prosper in life.
- (d) I am going to the function if I can get a ticket.
- (e) We can go to the sea beach if the weather is fine.
- (f) If you are looking for him, you had better go to his office.

❖ **Conditional perfect :**

- (a) I would have helped you if you had asked me for help.
- (b) If you had informed me, I would have gone to see you.

Structure : If + past perfect in the conditional clause.

Would have + past participle in the main clause.

Note : Here subordinate clause is conditional perfect. If may be replaced by had:

If I had learnt the lesson well, I would have answered the question.

Had I learnt the lesson well, I would have answered the question.

Exercise :**A Change the following sentences into conditional perfect :**

- (a) If you practised speaking, you would speak better English.
- (b) If Rina came, Shila would go.
- (c) If you came late, you would miss the train.
- (d) If you neglected your studies, you would fail in the exam.
- (e) If I were you, I would do it.

B. Complete the following according to structure:

If + Present + Future

- (a). If you pass your examination,
- (b). If you play in the rain,
- (c)., nobody will believe you.
- (d)., the teacher will punish you.
- (e). If you work hard,

C Make sentences using the structure:

If + Past tense + Future in the past (would, could, might etc.)

- (a) Stand first in the class/I give you a prize.
- (b) he/work hard he prosper / in life.
- (c) carry the umbrella / you will not get wet in the rain.
- (d) drink river water / you may get diarrhoea.

D. Match the following sentences:

1. If you read regularly	a You should go to his office
2. You could attend the meeting	b. You can pass well
3. If you want to go abroad	c. If you tried
4. You had better leave the place	d. You must have visa
5. If you want to meet him	e. If you have talked to him

Part-2

Composition

To be able to write various types of composition is one of the objectives of our students' learning English language. But writing a good composition is not an easy task. In the case of students, writing different types of composition, such as a paragraph, a report, a dialogue, a story, a letter etc., is very important part of the English syllabus designed for the students of classes 9 and 10. However, to write a meaningful composition, it is not necessary that it should be written in superfluous language with big, difficult words. One can express one's feelings in plain, simple language while writing a composition.

In the Composition part of this book, we'll deal with several types of composition as indicated in the syllabus.

UNIT ONE

Writing Paragraphs

Introduction: What is a paragraph? A paragraph is an important unit of composition. It is a group of sentences put in a systematic order. It may also be defined as a group of sentences that develops one's particular idea. In other words, a paragraph develops a topic. Nowadays, a paragraph is treated as a type of short composition intended to be written by students. However, it should have a systematic beginning, middle and conclusion. It can be an independent piece of writing on a particular topic or a part of a long composition.

Let us note the following group of sentences:

I am proud of being a student of this school.

It is in the district of Mymensingh.

The school is famous for its good teaching and good results in the S.S. C. Examination. I read in Kandipara High School.

It has a beautiful building and a large playground in front of it.

If we examine the group of sentences stated above, we'll comment that this is not a paragraph because the sentences are not put in a systematic order, and so the idea is not developed in an orderly manner. Now let us rearrange the sentences.

I read in Kandipara High School. It is in the district of Mymensingh. It was established in 1910. It has a beautiful building and a large playground in front of it. The school is famous for good teaching and good results in the S.S.C. Examination. I am proud of being a student of this school.

After the rearrangement of the group of sentences, we can easily agree that it has become a paragraph. Because here is a coherent arrangement of the group of sentences and the idea is developed in an orderly manner. It develops a topic. The topic is "**The school I read in**".

Format and Organization: A good paragraph consists of three important parts—**beginning, middle and conclusion**. These are the basic components of a paragraph. But a paragraph must be written in a single paragraph on a single idea.

1. The Beginning: The topic sentence usually forms the beginning of a paragraph, and the sentence which reflects the topic of a paragraph is known as the topic sentence. It is usually the first sentence in a paragraph. It is the most important sentence in a paragraph. A good topic sentence serves to introduce the topic and the controlling idea about the topic. Suppose, "**Smoking Cigarette**" is a given topic of a paragraph to be written. In the beginning of the paragraph, we may write a sentence like—"Smoking cigarettes is a bad habit". This is the topic sentence, and "**the bad habit of smoking cigarettes**" is the controlling idea to which the writer will remain confined to write the paragraph. This idea will lead the writer to write the paragraph.

2. The Middle: The middle of a paragraph consists of the sentences placed between the topic sentence and the last sentence in it. The sentences put in the middle are the developers of the topic or the idea of the paragraph. They support, elaborate and expand the idea given in the topic sentence. The middle of a paragraph may also be called the body of it.

3. The Conclusion: The last sentence in a paragraph is usually used as its conclusion. It logically concludes the idea developed in the middle of the paragraph. We should remember that the beginning and the conclusion of a paragraph are related to each other; there is a link between them. .

While writing a paragraph, the following principles should be 'observed :

- a) A paragraph must be written in one paragraph;
- b) The sentences in a paragraph should be put in the prosaic passage form ; the sentences should not be detached from one another ;
- c) The same point should not be repeated ;
- d) It is better not to quote from any writer or philosopher;
- e) The sentences in a paragraph should be in the indirect speech;
- f) Though there is no hard and fast rule about the size of a paragraph, it may be limited within 100-150,words ;
- g) All the sentences should be relevant to the topic of the paragraph ;
- h) The sentences should be arranged in the proper and systematic order;
- i) The paragraph should be written in plain English with common and simple words.

Lesson-I

Writing paragraphs by answering questions

01. Your Classroom

What is a classroom? Where is your classroom? What is the size of your classroom? How many pieces of-furniture are there? How many students can sit there? How do you feel in your classroom?

A classroom is a room in a school building, which is meant only for holding classes. I am a student of class 9 reading in Islamia High School. I have my classroom there in the main building of the school, and it is by the side of a big pond belonging to the school. The room is forty feet long and eighteen feet wide. A six feet verandah runs beside my classroom. The room has four doors and eight windows, and so wind can pass easily through it. There is a dais in the classroom. A chair and a table are there on the dais for the use of the teachers. A very nice blackboard is there hung up at the south-eastern corner of the room. There are fourteen benches in the room. In the class, there are forty students, and the benches can accommodate all of them. This is, in short, a description of my class room.

02. A Village Market

What is a village market? Where does it usually sit? What do the villagers do there? What kinds of things are available in a village market? How do the villagers go there? What is its importance in the life of the villagers?

A village market is an important place to the villagers. It is a market place in a village, where the villagers go to buy and sell various things. A village market usually sits on the bank of a small river or a canal or by the side of a highway. It also sits on cross-roads. It sits once or twice a week in the afternoon. The villagers come to the market on foot or by rickshaws. In the low-lying areas, the villagers come to their market by small boats. In a village market, the villagers buy and sell different kinds of food-grains and other commodities. They buy and sell all kinds of daily necessities here. It is, in fact, the primary centre to meet people's need. It also serves as a centre of the villagers to improve their economic condition. It is again a meeting place of the villagers. Here they meet and greet their friends and relatives who also come to buy and sell their things. Thus a village market bears a great social importance too.

03. A Book Fair

What is a book fair? What is its origin? Which are the leading organization of a book fair? What types of books are available in a book fair? When does the fair become crowded? What does a book fair remind a man? How does a book fair do good to people?

A book fair is a fair in which books of various writers and on various subjects are displayed for publicity as well as for sale. It has recently become very popular in our country. Nowadays book fairs are arranged almost in every city and town on some special occasions. In fact, this tradition originated from the book fairs held at Bangla Academy in commemoration of the Language Movement. All sorts of books, such as books of poetry, books of stories, fictions, novels, biographies, autobiographies, dramas, books for children, books on medicine, engineering, politics, history, philosophy, religion, general knowledge etc. are brought to the fair for display and sale. People both young and old, specially the lovers of books, come to the fair to make their choice and buy books. A book fair becomes over crowded in the afternoon of a holiday. A book fair reminds us the history of our Language Movement. It also reminds us that books are our best friends. It helps people by promoting the publication of books to spread education and knowledge among them.

04. Your School Magazine

What is meant by school magazine? What is the name of your school magazine? How is it published? How are the topics of the magazine selected? What does it contain? How can the school magazine help the students?

A school magazine is a literary creation of the students. It is an annual or periodical publication of the school. Our school magazine is entitled as "The School Barshiki." The Headmaster is the chief patron of it. One of the students of the magazine committee works as the editor. He is guided by a senior teacher. We have a rich magazine fund, The students write for the magazine. The class teachers collect their writings. The committee sorts out them and selects the best ones. Then they are sent to press for printing. Our school magazine contains poems, articles, short stories, riddles, jokes, annual reports

etc. It also contains messages from important personalities and some universal maxims. Our teachers also write for the magazine. Our magazine is rich in literary compositions. The school magazine helps the young learners and writers to develop their latent faculties. It helps them in developing their power of thinking and writing. However, we are proud of our school magazine.

05. The National Monument/the National Memorial

Where is the National Monument situated? What does it symbolize? Who sacrificed their lives and why? What is the size of the National Monument?

The National Monument is situated at Savar near Dhaka. It bears a great importance to the people of Bangladesh. It has a symbolical meaning and significance to our nation. The National Monument symbolizes the heart-felt reverence of the people of our nation for the most honourable martyrs of the War of Liberation. It stands 150 feet tall but the martyrs whom it stands for are more greatly taller than this. It is an extraordinary achievement. The dimension of it can be measured but it stands for an achievement which nobody is able to measure. Thirty Lacs patriotic and brave people of Bangladesh sacrificed their lives in order to liberate the beloved motherland, and the Monument has been built in honour of them. The National Monument is 150 feet by height standing on a base measuring 130 feet. The sight of it makes us emotional and creates the feelings of glory in the mind of the people of the nation.

06. Our National Flag

What is a national flag? How was our national flag achieved? What are its size and shape? What is it made of? What are its colours? What do its colours symbolize? How does it help us? How can we maintain the dignity and existence of our national flag and why?

A national flag is the symbol of independence of a nation. Being a free nation, we have a national flag of our own. The national flag is the symbol of our national integrity, solidarity and sovereignty. We achieved our national flag at the cost of a sea of blood in 1971. The size of our national flag is 10:6 and

its shape is rectangular. It is made of cotton, linen or silk. It bears a combination of two colours. The major part of it is deep green. There is also a deep red round part in the middle of it looking like the rising sun. The green colour of it stands for everlasting youth, freshness and vigour of the nation. It also symbolizes the greenery of Bangladesh. The red round part of it symbolizes the rising sun of independence. The sun is the source of life on earth, and like the sun, the deep red sun globe signifies our glorious existence. Our national flag is the source of our spirit, hopes and aspiration. So we must defend our independence at any cost and save the existence and prestige of our invaluable and glorious national flag.

07. Your Visit to a Science Fair

What is a science fair? Where was the fair organized that you visited? How many educational institutions. did participate in this science fair? For how many days did it last? Who were the innovators? Who won the first prize and for which thing? How did the closing session end?

A science fair is one which is organized in order to display the latest scientific things usually innovated by students. Recently a science fair was organized at Notre Dame College, Dhaka. Fifteen educational institutions took part in this fair. Our school was one of them. I myself was a participant. So I was very enthusiastic and curious. It was a three-day long programme. On the first day, it was inaugurated by the Education Minister. Some famous scientists and educationists of the country attended the opening session. All the participating institutions had their respective stalls. Many items of latest scientific things were put to display. On the second day, I went round different stalls and gathered pleasure and experience. A student of our school. displayed an item of renovation on dry-cell battery. It attracted attention of all the visitors and judges. It was selected for the first prize. Some young learners showed their skills in developing some scientific things-they were electric heater with rubber and blade, mosquito-killing instrument operated by dry-cell battery etc. Some students showed domestic things, soft-ware, things with waste materials and so on. Prizes and certificates were distributed. Some intellectuals of the country spoke on the science fair encouraging the young participants. I returned with knowledge and inspiration.

08. Traffic Jam

What is traffic jam? By whom or how is this problem created? At which places of a city or a town does traffic jam usually occur? What things happen for traffic jam? How can this problem be solved?

Traffic jam means blockade of vehicles on roads and streets. Traffic jam is a problem of the urban areas. There are a number of reasons for traffic jam. Many unlicensed and unauthorised rickshaws ply on the roads and streets. Even many car drivers, bus drivers and truck drivers do not obey traffic rules. Sometimes they are seen parking their vehicles at any place of a road in an indisciplined manner, which causes traffic jam. Again, some roads, lanes and by-lanes are very narrow. The roads and streets are often dug for development work. This is also a reason for traffic jam. Illegal parking, unauthorised shops and markets on the roadside spaces also cause traffic jam. Traffic jams are regularly seen at the intersections of streets and railway level crossings. In our daily activities we can not become fast and punctual because traffic jams kill our time. The patient going to hospital suffer on roads waiting for an unlimited period of time. School boys and girls cannot reach their schools in time. The office going people become late to reach their office. Shops and markets should be removed from the roadsides. In some places of the cities, the government should build fly-over. I hope this problem will be solved' in the near future as our government is taking all possible steps in this regard.

09. Television-Its Benefits/How we are Benefitted by Television

What is television? How is it important? How is it a means of recreation and amusement? How can we witness games through television? How can we get the most current news of the world? What is the role of television in the field of knowledge and education?

Television is a wonderful invention of modern science, which is the most up-to-date means of communication. However, nowadays television has become a part and parcel of our life. In many ways, we are benefitted by television in our day-to-day life. In the modern world, television is the easiest and most popular means of recreation and amusement. it presents us many

regular programmes of music, dance, drama, cultural show and festivals. We can also enjoy cinema of different types reflected on the screen of television. We can watch the World Cup Cricket or Football Tournament staying in our homes. Television has made it possible. The news programmes tell us what affairs and incidents happen all the world over and also give pictures of all of them. We see things as if they are happening before our eyes. We can gather knowledge of every corner of the world - knowledge of religion, history, economics, science, language, culture etc. It, can educate people on the current topics of the world. Model teaching is also done through television. As for example, Bangladesh Institute of Distance Education (BIDE) and Bangladesh Open University (BOU) are doing wonderful work through television. Thus television benefits us to a great extent.

Exercise

Write paragraphs on the topics, given below by answering the questions put with them:

01. Your Mother

What 'is your mother's name? How old is she? What is her educational qualification? What is she? Where is her working station? What responsibilities does she perform to the family? What does she do for you on holidays?

02. Your Reading Room

What is a reading room? Do you have any reading room? Where is it situated? What is the size of your reading room? How many pieces of furniture are there in your reading room? What other things are there? How is the environment of your reading room? How do you maintain your reading room? How do you feel there?

03. Physical Exercise

What is physical exercise? Is it important? Why? What is its relationship with health? What is the relation between mind and body? How does physical exercise keep mind and body sound? How does it keep body fit?

04. A Storm You Faced

Where did you face a storm? Where did you start your journey from? What was your destination? What was the condition of the weather? Were you enjoying your journey? When did the weather become unfavourable? What did you witness when the storm rose? How did you feel during the storm?

05. A Street Beggar

Who is called a street beggar? Why does he/she choose begging? Where is a street beggar seen? What kind of clothes does he/she wear? How does a street beggar look? What does he/she do to convince people to give him/her alms? How does he/she express his/her gratitude when he gets alms from a person?

06. Rice

What is rice? How many kinds of rice? Which are the rice producing countries? What are the seasons for cultivating rice? What natural things do we need to cultivate rice? Which country produce the maximum quantity of rice? What is the importance of rice in Bangladesh?

07. The 21st February

What is the importance of the 21st February? When do people wake up on this day and why? How do they walk then? What do people put on their breast or shoulder? What song do they sing? Where do they go in procession? How do they express their respect to the martyrs? Why do people arrange meetings and seminars?

08. A Railway Porter

Who is a railway porter? What kind of dress does he put on? What does he utter to draw the attention of the passengers? What duty does he perform? How does he behave with a passenger? How much is his income? How is his standard of living? What is your feeling about his life?

09. Friendship

What is friendship? How can one make friends? What is the condition of a friendless man? What is the social value of friendship? How can one retain friendship? What is the importance of friendship in human life?

10. A Rickshaw Puller

Who is a rickshaw puller? Is he literate or illiterate? How laborious is his work? How much is his income? Where does he live? How does he maintain his family? What is his social status? Do you feel pity for him?

11. A Postman

Who is a postman? How much literate is he? What kind of uniform does he put on? What is the nature of his job? How much sincere is he in his job? How is his relationship with the people? What is the social importance of his service? What should we do for him?

12. A Village Fair

What's a village fair? Where does it usually sit? What is the usual occasion of a village fair? What things are brought in a village fair for display and sale? What are the special attractions of the fair? How do the children feel and what do they do in the fair? What is its importance in the life of the villagers?

13. A Tea-Stall

What is a tea-stall? Where is it found? What kind of drink is tea? What are the opening and closing times of a tea-stall? What sort of people come here? What kinds of discussions take place in a tea-stall? What is its social importance?

14. A Village Doctor/Your Idea of a Village Doctor

Who is a village doctor? What kind of dress does he wear? What is his qualification? How much is he experienced in the practice of medicine? What is the necessity and importance of his services in the village? How long does he render his services in a day? What is his status in the society of a village? How do people behave with him?

15. A Fisherman

Who is a fisherman? Where is his living place? What is the nature of his work? How much income can he earn? How does he pass his days? How does he support his family? Is his life a happy one? How do you feel for him?

16. Your Sick Friend

What is the name of your sick friend? What is the disease he is attacked with? For how long has he been suffering? What is the name of hospital he has been admitted to? How do the doctors behave with him? How does he feel getting treatment there? How is the feelings of his parents? How do you feel for him?

17. Your Family

What is the name of your family? What is the type of your family? How many members are there in your family? Who is the head of the family? What is your father? What is your mother? What do your brother and sister do? How is the financial condition of your family? How do you feel living in this family?

18. Leisure

What do you understand by leisure? Is leisure meaningless? What is the importance of leisure in our life? How can you make provision of leisure? Should you spend leisure doing nothing? How can you make it an opportunity for enjoyment? What are the best ways of using leisure? .

19. The Computer

What is the computer? What kind of invention is it? In which country was it invented? How much is it important in our life? In how many ways does it benefit us? What is the condition of computer culture in Bangladesh?

20. Yourself.

What is your name? When were you born? What is your age? What is the position of you among the children of your parents? What are the names of your parents? What are they? How much do they love you? How many brothers and sisters do you have? What is your school name? What class do you read in? What is your position in the class? What are your favourite hobbies and games?

Lesson - 2

Writing paragraphs by following hints/tables of information

01. Drug Addiction

Drug Addiction-a great problem,- a social vice- several reasons- makes a man beast- affects health- causes death- like a contagious disease - a curse-must be stopped.

Drug addiction is a great problem in the modern society. It is a social evil and vice. Drug addiction is caused by frustration in life. Some young people take drug to forget their failures in life. Sometimes .evil company and liking for evil things lead a man to drug addiction. Furthermore, there are some very rich men, who are reckless in life, take drug as a means of enjoyment. Taking drug is a kind of luxury to them. A drug-addicted man is like a beast. He fails to control himself. He loses his physical as well as mental balance. He loses all the good sides of his character and moral restraint. Drug addiction severely affects one's health. It causes untimely and painful death. Drug addiction is now spreading allover the world like a contagious disease. It has become a curse on human civilization. It must be stopped; otherwise our whole society will collapse soon:

02. Plantation of Trees

Plantation of trees- best thing we can do- fruits, flowers etc. from trees-improve environment- save from natural calamities-beauty of nature-we have some forests people cut down trees-dangerous situation-plant more trees.

Plantation of trees is one of the best things we can do. It serves many useful purposes. We get flowers, fruits, fuel, and timber from trees. Trees make air fresh and improve the environment. They save us from natural calamities like drought, storms and floods etc. They increase the beauty of nature. So trees are a valuable asset to a country. We have some forests like the Sundarbans, the Bhawal forests, Modhupur forests and the forests of Chittagong Hill Tracts. But these are not enough for us. Moreover, it is unfortunate that our people have always been cutting down trees for fuel, furniture and other purposes. This is, no doubt, creating a dangerous situation for the country. We should therefore

plant more trees than we cut down. We must undertake a vast project for planting trees all over the country, which will be a noble service to the nation.

03. Buying Books

*Buying books-a worthy matter-a book-a store house - reflection of society
buying books a worthiest thing - books are costly-sometimes cheap-a book is a
companion - can give us many things.*

Buying books is a worthy matter because a book is a storehouse of knowledge and source of joy. In books we can see the reflection of our society. By reading books we can prepare ourselves for our practical as well as spiritual life and realize the significance of our life. So buying books is one of the worthiest things we can do. Nowadays books have become much costly. Still the money is well spent when we buy books. Sometimes books are available at a cheap rate in a book fair. We also get books at a cheaper rate if we go to buy second-hand books. However, a good book is always a good friend and companion. It is like a living personality. It can give us knowledge and pleasure, and during the periods of our sufferings we can have a consolation through reading books. So wise men always buy books.

04. Walking

*Walking-a good exercise-contributes to health-suitable time for walking-
one can enjoy it-elderly people walk-advice of doctors-can keep free from
diseases-makes mind cheerful-use of walking shoes and walking stick.*

Walking is a good exercise. It is good for our health. It keeps our body fit. The habit of walking a mile or two everyday is beneficial to our health. Early morning and evening are very suitable for walking. One can get fresh air and enjoy the beauty of nature if one walks. Some elderly people never forget their morning or evening walk. Doctors always advise people for walking. As it is a kind of exercise, it can keep one free from many diseases. Walking should be enjoyed by the young as well as the old. It makes one's mind cheerful and one's body energetic. Friendly companions can increase the pleasures of walking. Since walking is good for health, a habit of walking should be grown.

05. Street Accidents

Street accidents-regular happenings-many causes of street accidents-many vehicle -drivers uncontrollable many things along with deaths happen-a curse-must be prevented.

At present street accidents are regular happenings in Bangladesh. The causes of street accidents are reckless driving, brake failures of vehicles, overtaking of one vehicle by another, driving by unskilled drivers. Over loading of vehicles is another reason for accidents. Another reason is violation of traffic rules. Even the police cannot control the traffic rule breakers. They knock down the small vehicles and cause accidents. Sometimes pedestrians are crashed under the wheels of heavy vehicles. Sometimes the speedy vehicles fall into the roadside ditch or into the river and thus kill the passengers on the spot. Many lives are nipped in the bud. Many a family loses the only earning member. Many people become crippled. Street accidents make many children orphans. Many wives become widows. So street accident is like a curse in our life. Necessary steps must be taken to prevent street accidents.

06. City Life

City life-its nature-rich people's liking to live in city-poor people also come-city dwellers enjoy_living here-many problems-comforts for the rich-suffering for the poor-the good sides-need of improving condition.

City life is complex, mechanical and artificial. People in the city wake up hearing the sounds of modern transports. Nowadays all rich people like to live in a city. Because city life has its modern amenities, and here people get the opportunities for education and medical treatment. Poor people also come to a city in search of work facilities and shelter. So the number of population in a city is increasing day by day, which is creating so many problems. Although the city dwellers enjoy comforts and luxuries, they have to face a lot of problems. Power failure, traffic jam, crisis of water, environmental pollution, hijacking, kidnapping, murder, looting, snatching, terrorism and violence, water-logging and road accidents are the regular features of city life. The rich enjoy comforts but the poor suffer in many ways. The rich people live in

luxuriant houses. But the poor live in slums, by the side of roads, at the railway station, at bus terminals like lower animals. So we need to improve the condition of our city life.

07. A Picnic I Enjoyed

A picnic - a pleasant programme-we had a picnic-its venue-under guidance of teacher-hired a bus-had breakfast-carried musical instruments, cassette player etc. took cooks-ate different items of food-enjoyed sights and beauties-enjoyed boat race-played some games in competition prize distribution-teacher's speech-return home.

A picnic is a very pleasant programme. It gives both joy and experience. We, the students of class IX, had a picnic in last December after our annual examination. Gazipur National Park was our venue. Under the guidance of our class teacher, we started from our school by a hired bus and reached there at 10 a.m. After reaching there, we had our breakfast which includes eggs, loaves and bananas. We carried with us a microphone, a cassette player, a guitar and a flute. Two of our class mates could play on guitar and flute. They enchanted and enthralled us with their melodious performance. Our delicious menu included polao, chicken roast, mutton, salad, curd and an apple for each. We all ate to our hearts' content. Then we went into the Bhawal forests to enjoy sights and beauties. There was a lake in the forest and in that lake we enjoyed boat race. We also took part in some competitive games. At the end of the games, the winners were given prizes. Then the teacher gave a short speech, and we started for home at 5 p.m. As it was evening, the beauty of the setting sun drew our attention. However, we reached our school again and then returned home with rich feelings of joy and pleasure.

08. Importance of English / Use of English Language

English-an international language-most widely used-needed to have a good job-required for people of all sectors-for international business-for foreign relation-for tourists - for science and technology-can not be ignored in modern world.

English is the most important and most widely used international language. Without English, we cannot do anything in this modern world. Without having proficiency in English we cannot hope to get a good job. If we want to become a postman, a telephone operator, a nurse, a waiter or a receptionist, we need English. A doctor, a banker, a pilot, a secretary, an educationist should have the knowledge of English. For business communication and correspondence with foreign countries English is a must. We must have to use English for international relation and diplomatic affairs. The knowledge of English is essential for a tourist. A foreigner has to speak English to another foreigner. In the airports and hotels in foreign countries, we have no alternative except English language to communicate. Modern age is an age of computer and information technology. We must have the knowledge of English to do a job in any of these fields. The modern world is a global village and every nation is a member of this village. To become an active member of this village we need English.

09. Our School Library

A school library-its importance-library in our school-it is situated-furniturebooks kept in shelves-arrangement of books-organised in categories-arrangement for student's use-rules for students-rich in collection-types of books-my feeling.

A library is a part and parcel of a school, which is called a store of knowledge. There is a library in our school. Our library is housed on the first floor in a very big room of the school building. Ours is a very well furnished library. It has 20 almirahs specially built for arranging books. The books are also on shelves. They are organized according to categories of classes and alphabetical order. There is enough arrangement for us to sit and read books. The students must remain silent when they are in the library. Every student can borrow books from the library for a certain period. He has to return the books in time. A librarian is appointed to look after and manage the whole thing. However, in our library, there is a rich collection of books. Books of almost all branches of knowledge like religion, history, philosophy, language, literature, biography, autobiography, mathematics, economics, politics, science etc. are available in this library. I feel really proud of our school library.

10. Environment Pollution

Environment pollution-a burning issue-a global problem-serious in a populous county-the problem in context of Bangladesh-causes of environment pollution-serious consequences-to take steps against this pollution.

Nowadays environment pollution is a burning issue. It is a global problem. It has become a tremendous problem in Bangladesh. The environmentalists of our country express their great apprehension about our future environment and its results. The people of our county are destroying our valuable forests day by day. The environment of our county is being polluted for want of sufficient forest resource. Unplanned massive industrialization is another cause of environment pollution. Smoke coming out from the mills and factories is polluting air. Smoke coming out from motor vehicles also pollutes air. Again, the waste products of the mills and factories are thrown into water, which causes pollution of water. The insecticides used in the fields of crops can pollute our environment. Environment pollution is gradually and dangerously changing the climate of our country. Many serious diseases are being caused by this. We must be conscious of the matter and try to remove this problem soon. The government should take all possible steps in order to improve this condition.

11. Smoking/Dangers of Smoking

Smoking-bad habit---dangerous habit-causes various diseases-harmful particles in cigarettes-nicotine and its effects-bad smell in the mouth-diminishes longevity of life-wastage of money-social evil-a curse-campaigns against smoking.

Smoking is a bad habit. It is also a dangerous habit. Smoking affects the smoker very dangerously. It causes many fatal diseases in his body. It causes cancer, heart diseases bronchitis etc. Nicotine of tobacco badly disturbs free circulation of blood through veins. It also hampers the supply of oxygen in the body and damages the lungs of the smoker. Smoking irritates the eyes, offends the nose and unsettles the mind. Smoking causes cough in the old age of the smoker. It diminishes the longevity of life. It is a cause of wastage of money.

Young smokers sometimes cause various social evils. Even a non-smoker is affected by the smoking of a smoker. Every year a lot of people die because of smoking habit. Smoking is a curse on humanity, and so we must prevent it. With a view to preventing smoking, nowadays many organizations are campaigning against it. So, we must save ourselves from this dangerous habit.

12. An Export Fair

An export fair-- its meaning - where it is held-- its purpose-- the context of Bangladesh -- the motive of the government-- where it is held-- stalls are set up-- buyers-people gather--economic value of this type offair-- a mini global market.

Export fair means a fair where various types of goods and commodities are displayed in order to draw the attention of the native as well as overseas buyers. Almost every year the Government of Bangladesh arranges export fair usually at Sher-e-Banglanagar in Dhaka. The purpose of our government is to introduce our commercial articles to the international market. Different organizations of different countries set up their respective stalls with a view to displaying their commercial articles. They supply brochures to advertise the qualities of their articles. A good number of buyers of Bangladesh and of different countries are seen in this fair. The buyers of the overseas countries generally do not buy things from this fair. They only justify the qualities of the things with a motive to buy in future. A large number of people of different classes of Bangladesh gather in the fair to buy different things and enjoy the charms of the fair. A fair like this bears much economic importance and value. Through this kind of fair the field of trades and commerce of a county widens to a great extent. It may be called a mini global market.

13. A Reporter

A reporter-- who is called-- role of a reporter-- kinds of news he supplies-- should be ideal-- his is a noble job-- builder of public opinion-- should be neutral-- should possess honesty-- a servant to the nation.

A reporter is a person who collects news from any place or sector of the country or from any county of the world on behalf of a certain newspaper or a news agency in order to publish it. He plays a very important role in the newspaper industry. He supplies various kinds of news to the news agency or 'newspaper, such as news of different happenings and events, of political and economic aspects, of social aspect, of educational aspect, of medical aspect, of agricultural aspect, of games and sports, of educational institutions and so on. A reporter should be an ideal person to supply true reports to the newspaper or news agency. If he is a reporter of a false news, he will do harm to the nation or to the humanity. He must remember that his is a noble job. If he is noble, he will deserve recognition. He is a builder of public opinion in favour of or against an issue. So he should always remain neutral and have honesty and integrity. He must not confuse and incite people by rendering purposive news. A reporter having a positive attitude is an ideal servant to the nation.

14. Baishakhi Mela

Baishakhi mela-meaning-when sits-- picture of rural Bangladesh-- stalls of things-things available-- cultural functions-- people of all ages go there-- melas held throughout the month-- establishes a relation between village life and city life-- a source of joy.

Baishakhi mela (fair) is a fair which is held regularly every year in the month of Baishakh, the first Bengali month. Baishakhi mela bears an image of the rural Bangladesh. It beautifully reflects the true rural picture of our country. In a Baishakhi mela, stalls of various things and articles of daily necessity are set up. In these stalls potteries and traditional handicrafts, bamboo flutes etc. are mostly available. In such a fair sometimes some cultural functions of the traditional Bangla folk song, zaree, sharee, bhawaia and zatra are held. People of all ages go to Baishakhi mela to buy things and enjoy it. Especially boys and girls go there with their elders and enjoy much. Baishakhi mela is held at different places of the rural areas throughout the month of Baishakh. Nowadays Baishakhi mela is also noticeable in towns and cities. However, it establishes a relationship between the village life and city life. It is a source of joy and mental recreation.

Exercise

Write paragraphs on the topics given below by following the hints/pieces of information stated with them:

01. Gardens

Gardens-- flower gardens-- beautiful,., colourful and sweet smelling flowers-- fruit gardens-- kitchen gardens-- both useful as well as enjoyable.

02. Swimming

Swimming a kind of exercise--gives pleasure-- under water swimming is exciting- all should learn swimming it is necessary.

03. Derams

Dreams--when occur-- various types true and false- interpretation of dreams sometimes create mental excitement-- a mystery.

04. A Farmer

A farmer-- ploughs land-- grows crops-- a useful worker-- supplies the nation with food-- works hard-- often poor and illiterate-- low standard-- and of living-- we should do some thing to improve their condition.

05. Holidays

Holidays-- meant for rest and recreation-- welcome after a period of hard work-provides variety-- should be spent wisely and profitably renew vigour and energy.

06. A Mosque

A mosque-- house of prayers and meditation for Muslims--beautiful structure courtyard-- ablution tank--seats for ablution-pillars and domes-- beautifully decorated-inscriptionsfront of the building-- a place for having spiritual joy and peace

07. The Newspaper

The newspaper-- plays a vital role in modern civilization-- important medium for daily information-- provides current news of home and abroad -- all events and happenings of world published as news-builds public opinion on different issues an essential thing of modern life.

08. Keeping a Diary

Keeping a diary-- recording all that happen in a day also one's thoughts and ideas--many important things are preserved-- materials for histories-- some times literary interest and value--a good habit and practice.

09. A Good. Citizen

A good citizen dutiful, responsible, sincere and patriotic citizens are made, not born-- to mould. good citizens is a part of education .education is a must-as a citizen man must learn his duties-- a thinker of common good asset of the nation.

10. Our National Anthem

Our national anthem-- " Amar sonar Bangla " --- by Rabindranath Tagore - portrayal of Benali life-- expresses love and devotion to motherland-- a source of inspiration -- loving the anthem means loving the motherland.

11. Books

Books -- store house of knowledge and wisdom-- so many books-- good books and bad books-- to choose for reading carefully and wisely-- contribute of mould character-- a source of pleasure and enjoyment-- best friends and companions.

12. New Year's Day

New year s day-- the first day of a new year-- welcomed and celebrated- - not the same day for every nation-- arrives with new prospects-- new resolutions-- greetings-- a joyous occasion-- every body in joyful mood new inspiration.

13. Sunlight

Sunlight-- comes from the sun-- gift of the Creator-- we cannot do without it-source of heat-- benefit to man, animals, plants and all living things-- cure for diseases- most essential for life.

14. Morning walk

Morning walk-- walking in the morning-- a good habit-- pleasant-- beneficial to health-- a kind of physical exercise best exercise for the old-- impressive-- environment with birds and beasts-- keeps mind joyful-- fresh air cools the body-- feelings become nice-not wastage of time-far better than taking medicines-- brings mental and physical energy- to make a habit and to retain it.

15. Eid Day

Eid day--a day of Muslim festival-- the greatest festival of this community-- two Eids in a year-Eid-ul-Fitr after the month of Ramadan-the first day of Shawal-Eid-ulAzha on 10th Zilhajj-- all Muslims rise early-put on new, beautiful dress-- use perfumes-eat some sweetmeats-go to an Eid gah or a big mosque-perform prayersfeel spiritual sanctity and joy-come home back-poor people get gifts and money from the rich-- eat shemai, cakes, sweets and other delicious food-on Eid-ul-Azha animals are sacrificed-visit friends and relatives-Eid festivals give some lessons.

16. Cricket

Cricket--a game--interesting-- popular--outdoor-- played between two teams-- the cricket field--bats and a ball, stumps-- match lingers a long time-- role of umpire-- usually ends by 50 overs-- batsman may be out in several ways-- cricket teaches different lessons.

17. A Hartal Day

A hartal day-hartal-a Gujrati word-introduced by Mahatma Gandhi-a symbol of protest by the party in opposition-observed out of some dissatisfaction - to get demands fulfilled-called by showing issues-many people stay at home-people do not open shops-vehicles do not move-harmful in many ways-there should be a limit.

Lesson -3

Model Paragraphs (free writing)

In the first and the second lessons of this unit, we have dealt with guided writings, i.e. in the first lesson the paragraphs are written by answering questions and in the second by following hints/pieces of information. After practising guided writing, students may take up free writing on objects, visits, situations, activities etc. They should be able to write a coherent paragraph on a given topic/subject. They will enjoy enough freedom in their treatment of it.

They can arrange the subject matter in any way they like. But there should be a satisfactory beginning, and the development of the subject matter should also be satisfactory, and the conclusion should be a suitable one. The following are some model paragraphs written on given topics. Students are expected to note them most carefully.

01. Village life/ Life in a village

Village life is quite natural and the people in our villages live a very simple life. Their life is very easy-going. They wake up from sleep in the morning hearing the melodious songs of birds. In the village, people live in pollution free environment. They eat fresh food, winter cakes and vegetables. They move freely in the fields, take a bath and swim in the river or in the pond. Children in the villages play freely in the open air and enjoy themselves on different occasions and festivals. The village people can enjoy the change of our seasons and different beauties of different seasons. They can enjoy a moonlit-night and the scenes of sun-rise and sun-set. They also enjoy village fair, zarea, sharee, baul songs, bhawaia songs etc. They do not feel life to be so hard and complicated as the city people feel. Most of the villages are under developed and people cannot enjoy modern facilities, yet they live simply in peace and happiness with satisfaction.

02. Necessity of physical exercise

Physical exercise is very important and useful in our life. We need it for many reasons. It helps our muscles and nerves to work properly. It helps us to breathe more deeply and get more air into our lungs. It also helps blood to circulate all over the body. It makes our muscles strong. It prevents constipation, improves appetite and digestion of food. It ensures sound health. One needs a disciplined life for health and peace. The man who takes physical exercise regularly has to maintain certain rules in his daily life. He follows the rules of health. Physical exercise removes weakness and gives us good health, a cheerful mind and a handsome physical structure. It helps to live well. We should take physical exercise to enjoy a good health.

03. A bridal party

A bridal party is a merry scene. Many people gather wearing their best dress. The women of the rich families wear gorgeous sarees and other varieties of dress. There is a glitter of ornaments used by them. Men also wear the finest dresses. There are greetings, smiles and laughter among people. Some sweet drinks are served. There is urgency for getting ready as quickly as possible and starting for the bride's place. The bridegroom is the centre of attraction. He is dressed in exquisite bridal dress and led by an elderly relative. People get into carriages and finally the party starts on the journey. The bridegrooms carriage is covered with floral. People make way and gaze on the bridal party moving gaily to the place of the ceremony of marriage.

04. A street beggar

A street beggar is a person who begs in streets. He is found in tatters sitting at one side of a street which is usually crowded and busy. He is seen going after a passerby for some paisa or a small coin. He does not stop until he is given something or refused gently. A street beggar draws the attention and sympathy of the pedestrians by his pleasing voice and modest request.

Nowadays both male and female beggars are found in streets. They do not possess good health. Some are sick, and some are very weak and emaciated. A street beggar does not have any house to live in. He sleeps in the street or anywhere under the open sky. He lives a life of sorrows and miseries. As he lives on the charity of others, he often goes without food. He lives by the small amount that he gets by begging. He cannot beg during bad weather. Nowadays, there are many street beggars who are professional. They should not be shown kindness. But we should be kind to a real street beggar.

05. Our school canteen

A good school is supposed to have a canteen in its compound. There is a canteen in our school compound. It is housed in a tin-shed building. But it is very well built and well furnished. The Headmaster supervises it, so it is very well managed too. We can have fresh and good food at a cheap price. Everyday we can have our good tiffin from the canteen. Besides, we can buy light food for our refreshment. The manager and caterer are very careful to keep it neat and clean. Our Tiffin is given regularly. But the menu is changed every two days. Every day fresh food is supplied. Sometimes, we can have fresh fruits. The food is never distasteful. The waiters are very obedient and polite. They are very prompt and active. Our school canteen arranges special menu on the day when our annual results are announced. We are happy to have such a canteen.

06. My activities at home

I am a student. I have to do a lot of activities at home. In the morning I prepare my lessons. I clean my reading table. Then I tidy up my room and have my breakfast. After school I work for sometime in my garden and look after the plants. We have some domestic pets. When my mother feeds them, I help her after sunset. After completing my lessons, I watch special TV programmes. I go to bed and rise early. I wash my own clothes and iron them on holidays. I say my prayers at home and recite the holy Quran. My younger brother likes to play with me. So when I am free, I play with him.

07. My childhood

Like all other people I enjoyed my childhood days. I cannot forget the sweet memories of those days. I still remember my first day at school. I used to play in the field near the small river. I used to jump into the river, then swim and dive with other children. In a moon-lit night we would play hide and seek. In winter, mother would make cakes. I would eat and steal some pieces into my pockets. During the Eid festivals I would get salami from the elders. During the rainy days, I would play and run with other children in the field. When we returned home, parents would scold us for getting soaked. In childhood we were always free and jolly. I wish I were a child again.

08. Keeping a diary

A diary is a record of daily events, thoughts, feelings and experience etc. It is also a useful thing as short notes of daily life. Keeping a diary means maintaining a diary. Many things happen in our life. We cannot keep all of them in memory. A diary helps to record them. Later we can read and recall them. Others can read the diary and share our joys, sorrows, romance and thrill. A diary gives a short pen-picture of the writer's likes and dislikes, ideas, habits and hobbies etc. A complete diary of one's life is a life story in brief. Keeping a diary is a good habit. Some people are very fond of it. They keep a regular diary. It is learnt that almost all the educated and famous people of the world used to keep a diary. It also presents a picture of life in a contemporary society. A diary is a very important thing for every student. All students should form the habit of keeping a diary.

09. Mosquito menace

Mosquito menace is a great problem now in our country, especially in Dhaka city. A mosquito is a small insect. It bites men, and lives on human blood. It also bites other animals. But it is a problem for man. Mosquito menace

has taken a serious turn in our city. People cannot work peacefully. Students cannot pay attention to their lessons. Mosquitoes, the blood-sucking insects, make our life miserable. A man gets dengue if he is bitten by 'adis,' a species of dangerous mosquitoes. Mosquitoes find a safe-breeding ground on stagnant water, in ponds, rains and pots. Larva of mosquitoes should be destroyed.

Exercise

Write paragraphs on the topics given below:

1. A Day Labourer
2. Life of a Teacher
3. An Honest Man
4. Life of a Farmer
5. A stormy Night
6. Sound Pollution
7. My Diary
8. Your Visit to Shat Gambuz Mosque
9. Importance of Media
10. Our Mother Tongue
11. Self-control
12. Education
13. Your Favourite Neighbour
14. Importance of Reading English Newspaper
15. The Rainy Season

Lesson - 4

Writing Instructions

1. How to open an account in a bank

[Suppose, you are manager of a bank, and someone has appeared to you with a view to opening an account with your bank. Now he wants to know the procedure to open an account with the bank. You give him/her some instruction on 'how to open an account with a bank'.]

If you want to open an account with a bank, first go to a bank and tell the manager that you want to open an account with the bank. The manager will supply you with a form and give you some instructions to fill it up. Next, try to be introduced by some account holder of the same bank. The introducer will put his signature on the form and give his address and his _ account number in a particular part of your application form. Then attach two passport size photographs duly attested by the introducer. After that put your specimen signature on the signature card, which you will use to operate your account. Completing all these formalities, finally deposit some amount of money on your account number with the bank. This is how to open an account with a bank.

2. How to prepare a cup of tea

[Suppose, you want to help your younger sister to learn how to prepare a cup of tea. Then you give her some instructions on 'how to prepare a cup of tea'.]

It is easy to prepare a cup of tea. First boil a cup of water in a pot. When it has boiled for a little while, put one tea-spoonful of tea-leaf or tea-dust in it and continue to boil for a little more. Then put the liquor in a tea-cup through a strainer. Then add one or two tea spoonfuls of sugar and one or two tea spoonfuls of milk, and the tea is prepared. But there may be varieties of tea for varieties of taste. Some may prefer tea without milk or sugar or may take them in different proportions. Some may add a little lemon juice to liquor instead of sugar and milk. Some may have strong liquor or light. Some would have saccharine instead of sugar for health reasons. However, it generally takes five to ten minutes to prepare a cup of tea.

3. How to learn English

[Most of the students in our country are weak in English. Though they try heart and soul, they cannot make progress in learning English. Suppose, you are an English teacher, and now suggest some ways or methods to the students of your class on 'how to learn English'.]

In order to learn English, we have to develop some language skills. These are listening, speaking, reading and writing. We must practise these skills. To practise listening skill, we have to listen to English discussion and programmes, we have to listen to radio and TV. programmes and news in English. We have to practise all the skills in the class with the help of the subject teacher. In the class, the students should speak English to one-another and learn speaking. We can speak aloud to ourselves while we are alone. We have to read our lessons regularly and write them. We have to practise freehand writing on any topic. For this purpose, we have to learn words, their meanings, the basic rules of grammar and sentence patterns. At the same time, we have to use the words and sentences in our practical life. If we practise in this way we can learn English.

4. How to take preparation for an examination

[There are a good number of students who work hard throughout the year but can not take a good preparation for an examination. So they cannot cut a good figure in the examinations. Suppose, you are a teacher, and now suggest your students some ways or methods on 'how to take preparation for an examination'.]

Students need preparation for any examination. To take preparation for the examination, you have to work hard. Make your lessons according to your syllabus. It is better to make lessons according to the daily routine. Choose all the probable and important questions and prepare notes accordingly. But it is good to start reading attentively from the very beginning of the year. Read, learn and then write whatever answers you prepare. Do not memorise any lesson without understanding it. Learning by writing is easy and it is also easy to memorise a lesson by writing. So learn and write, then write and learn. In order to keep the lesson in memory, revise the course. To remove the fear of examination, practise some sort of tests to assess your progress and preparation.

5. How to wash clothes

To wash dirty clothes, first take a cake of washing soap and rub it on wet clothes. Use warm water for some time. The clothes should be allowed to remain in soap water for some time then bring the dirt out and rinse them thoroughly. Finally wring them and put them on the clothes-line to dry up. But if there is a washing machine, the method is altogether different. Simply turn the machine on. Put some soap in it and then put the clothes. The machine automatically does the washing. Then take them out and put them in another machine for drying up.

6. How to keep fit

In order to keep fit you have to follow the rules of health. You cannot keep fit without eating a balanced diet. Alongwith a balanced diet you ensure sound sleep and proper rest. Avoid mental anxieties. Physical exercise is also essential for all to keep fit. Another essential thing is good food. Avoid unhygienic food or any kind of stale food. Over eating causes indigestion. So don't over eat. Take food in time. Give up any kind of bad habit or addiction. In order to keep fit mentally, control your emotions and accept the reality. Avoid tension and always take care of health. Never take medicine without consulting a doctor because it is dangerous. Always bear in mind that the best way to keep fit is to follow the rules of health and it does not have any alternative.

7. How to consult a doctor

Firstly make an appointment with a doctor and go to him accordingly. Then wait in the waiting room. The patients are called in one by one. Every patient is asked about his/her problems. Then the doctor examines the patient. In order to make a diagnosis the doctor asks some questions which the patient has to answer correctly. Thus after making a thorough check-up the doctor

identifies the problems and prescribes medicine, or if necessary, advises the patient for further check-up and investigation through clinical tests. Then give the fee to the doctor. Some doctors have assistants to receive the fee. If the patients go to a specialist, they have to first talk to the assistant & then to the doctor. Thus we can consult a doctor in case we fall ill.

Exercise

Write instructions on following:

1. How to cultivate land
2. How we observe international mother language day
3. How to organize a picnic
4. How to play football
5. How to cook rice
6. How to play-a game of chess
7. How to go to Baitul Mukarram from Uttara
8. How to prepare for a long journey
9. How to send money order

Lesson-5

Writing a paragraph from a model

1. Read the following paragraph about Hasan's family:

Hasan is a student of class IX. He lives with his family. His family lives in a village. Hasan's family is not a big one. There are five members in his family. His father is the head of the family, who is a school teacher. His mother is a house-wife. He has one elder brother who is a bank officer. Hasan has an elder sister too who is a student of a university. Hasan's parents and his brother and sister love him very much. His family is a solvent family in the village. It is an ideal and a happy family. Hasan feels quite happy living in his family.

Exercise:

Now write a paragraph on your own family after the model given above.

2. Read the following paragraph about Neela's mother:

Neela's mother's name is Shamima Begum. She is 40 years old. She is a teacher and works in a high school in a village. Besides doing her duties at school, Neela's mother does a lot of things for her family. She prepares breakfast for the members of the family and serves it to them. She also cooks for lunch and supper of all the members. Neela's mother also does the work of cleanliness. When her school is open she cannot take her meal with the other members of the family. But at night she dines with others. She is careful of the comforts of all the members of her family. On holidays, she washes clothes. Neela's mother is a hardworking house-wife as well as a good teacher. She is a deeply religious minded woman.

Exercise:

Now write a paragraph on your mother after the model given above.

3. Read the following paragraph about Akbar's daily life:

Akbar reads in class 8 and hopes to take the Junior Scholarship Examination. So he strictly follows a routine in his daily life. Akbar usually gets up early in the morning. He then performs his ablution and says his morning prayers. He takes some exercise. After taking exercise, he takes his breakfast and then learns his lessons for school and also does his homework. When it is 9:00

a.m., he takes a bath and takes his meal. Then he takes a short rest and leaves for school. After school, Akbar returns home and takes some refreshment. He then goes to the playgroupd and plays football or badminton. When the sun sets, he returns home, performs ablution and says the evening prayers, and go on with his studies upto 10:00 p.m. Then he takes his supper and goes to bed.

Exercise:

Now write a paragraph on your daily life after the model given above.

4. Read the following paragraph about Kabir's aim in life:

Kabir is a brilliant student of X. His aim in life is to be a doctor. Kabir has chosen it for more than one reason. More than eighty percent of the people of Bangladesh live in villages. Kabir feels that they suffer from various diseases due to ignorance. There are very few hospitals and doctors in the rural areas. Most of the doctors hanker after money and honour, and so they prefer cities and towns to villages as their fields of practice. As a result many people of the villages in our country die without medical care. Hence Kabir wishes to be a doctor so that he can serve the suffering people of the villages.

Exercise:

Now write a paragraph on your aim in life after the model given above.

5. Read the following paragraph about Jamil's favourite hobby:

Jamil's favourite hobby is gardening. For gardening, he has to work. He digs the land, sows the seeds and waters the plants in his garden. Almost all kinds of flowers are available in his garden. He takes care of his garden everyday in the morning and in the afternoon. It involves hard work but it is not tiresome to him because it is love's labour. Jamil can keep sitting in his garden for hours together watching the beautiful flowers. Jamil feels that the plants and the flowers have a language of their own, which he can understand. When his friends go to him, he takes them to his garden. His garden is a source of his delight. He feels proud of his garden.

Exercise:

Now write a paragraph on your favourite hobby after the model given above.

UNIT TWO

Report Writing

Report writing is a type of composition. Students should be able to write reports on different events, incidents, happenings, occasions, festivals, ceremonies etc. This ability will help them to write longer compositions on various subjects.

Students have to remember that report writing is, to some extent, different from paragraph writing. A paragraph must be written in a single paragraph, but a report may be written in one paragraph or more than one paragraph; it has no such limitation as that of writing a paragraph. In a paragraph, the writer may express his own thoughts, ideas and opinions as it is generally written on a given/particular topic. But in a report, the writer will state what exactly happens or occurs. The report will be based on fact. In a report, no personal feeling or emotion or comment is needed to be expressed. The size of the report as expected to be written by the students, will not be a long one. They will write their reports in simple, plain English.

Specimen Reporting

01. The prize giving ceremony at Govt. Laboratory School, Dhaka

Dhaka: March 17. The prize-giving ceremony of Govt. Laboratory School, Dhaka, of this year was held on the 16th March under the Chairmanship of the Headmaster of the school. Director General, Secondary and Higher Education, was the Chief Guest of the function. The big school compound was very nicely decorated with flags and festoons. The elite of the city mustered strong on the occasion. The Headmaster read out the annual report of the school. Then an interesting programme of recitations and physical feats of the boys of the school took place. The audience were highly impressed by their excellence.

The Chief Guest then gave away the prizes which included several gold and silver medals. He pleaded for parental cooperation for the retainment of the reputation of the school and advised the students to remain firmly disciplined and obedient and studious for moulding their life and character.

The function came to a close in the late afternoon with a vote of thanks to the Chief Guest and other guests, attendants and participants proposed by the Chairman.

02. A daring robbery at Gazipur

Gazipur: January 11. A daring robbery was committed at Gazipur in the late hours of the night on the 10th instant at the house of Sirajuddin Mullik, a well known merchant. A remittance of Tk. 50,000/- came to him in the previous afternoon At about 3-00 p.m.

Mr. Mullik's wife was roused from sleep by a noise outside the room. Before she could realize what was going to happen, a number of men broke open the door, bound her and her husband. At the point of dagger and pistol, they were compelled to give the key of the iron safe. The robbers took away all the money. Both the husband and wife are confined to bed on account of the mental shock they received. The police have taken the matter and are making vigorous enquiries. No arrest has yet been made.

03. Flood at Sarishabari

Jamalpur: August 15. A terrible flood has occurred at Sarishabari, Jamalpur, by heavy rains for a week. The result is that the river is over flowing its banks and the water has entered the houses of most of the villagers. The crops are destroyed, domestic animals, dogs and cats have been washed away, and even many of the houses have tumbled down. The people have taken shelter in the local school and college and on the platform of the railway station. Fortunately, relief has come for them very promptly. Government as well as public and private organisations have rushed in to feed and clothe them and to prevent the outbreak of any disease.

04. A devastating fire

Dhaka: December 22. A devastating fire broke out at midnight at Shahjahanpur completely gutting the house of a local businessman.

It is learnt from the locals that the fire originating from the kitchen, engulfed the adjoining rooms including the dwelling room. Hearing the hue and cry of the domestic help, the inmates of house woke up and somehow managed to save their lives leaving all the belongings that were burnt to ashes. The local people rushed to the spot but failed to bring the fire under control. On information, the fire fighters came to the spot and succeeded in extinguishing the blaze with the help of the people after two hours of frantic efforts. Some people sustained injuries while trying to douse the fire.

The extent of loss caused by the fire was estimated at taka ten lakh.

05. A Boishakhi Mela held

Hanni: 14 April. A grand mela was held at Barmi Bazar under Sripur Upazilla on the occasion of the pahela Baishakh, the Bengali New year's Day. Hundreds and thousands of villagers from and around the locality attended the mela that continued from morning till evening. The main attractions of the mela included nagar dola, magic show, jarigan, kabi gan, baul gan, lathi khela and sale of local handicrafts to the customers and clients on the occasion as they opened the 'hal khata' in keeping with the age old tradition of the country. The local MP who visited the mela spoke to the visitors. He stressed the need for such a fair focusing on our Bengali culture and heritage.

No untoward incident occurred on the occasion as the law enforcing agency was alert to maintain law and order.

06. One killed in road accident

Dhaka: 24 December. A minor boy is killed in a road accident in the city's Malibagh area yesterday.

According to sources, Rashidul Alam aged about 10, was critically injured when a speeding truck hit him from behind. The accident occurred while the boy tried to cross the road at around 11 a.m. at Malibagh intersection

under Motijheel Police Station. The police arrested the driver and seized the vehicle. Though the victim was instantly hospitalized, he succumbed to his injuries at Dhaka Medical College Hospital at around 2 p.m. His dead body was handed over to his father after autopsy.

07. A cultural program held

Gazipur: 24 December. The annual cultural program of RBM Govt. High School was held in the school premises yesterday.

Presided over by the Headmaster of the school the function was attended by the local MP as the chief guest while the DEO was present as the special guest. Distinguished guests and elite guardians also attended the function. The events of the daylong program included music, recitation, dance, story-telling, extempore speech, pantomime and chorus. The function was followed by distribution of prizes. The Chief guest in his speech stressed the need for such a program in the school. He encouraged the students for their laudable performance.

A senior teacher conducted the program that was concluded by staging of a one-act play written by a teacher of the school.

08. Bank security guard shot dead

Chittagong: December 25. A bank security guard of Uttara Bank at New Market in Chittagong city was shot dead yesterday. The victim was identified as Mohammad Ali aged about 30.

According to police, two unidentified assailants gunned down the security guard of the Uttara Bank at New Market in Chittagong after forcibly entering the bank at around 6 a.m. As the victim resisted, then a scuffle continued for some time and at one point the assailants shot him dead on the spot.

The body was sent to Chittagong Medical College Hospital morgue for autopsy. A case was registered with the police station in this connection.

09. Nazrul Joyanti held

Trishal: September 12. Nazrul Joyanti was held at Trishal, Mymensingh, on the 12th instant in honour of the national poet Kazi Nazrul Islam arranged by the authorities of Nazrul Academy. Attended by a huge number of people, the program lingered for a week. Seminars were held on the life and works of the poet. Recitation from his poetry, singing Nazrul geeti and performing some dramas written by him and other cultural functions were included in the program. The program went on most gorgeously.

A lot of famous poets and writers, distinguished educationists, journalists, the local and the national elite were present in the program. On the last day, Honourable Prime Minister graced the occasion as the Chief Guest. and the Minister and State Minister for Education as the Special Guests. During her speech, the Prime Minister declared to open a university at Trishal after the name of the poet. Thousands of people were then present, who welcomed her declaration with jubilant claps.

10. Homage paid to Begum Rokeya

Dhaka: December 28. Begum Rokeya Day was observed in a befitting manner in Motijheel Govt. Boys' High School. A discussion meeting was held in the school auditorium on the occasion.

Presided over by the Headmaster of the school, the discussion meeting was participated by teachers, guardians, local elite, some NGO executives and workers.

The speakers discussed Begum Rokeya's contribution for changing the conservative outlook of the Muslim society. Expressing concern over the present women discrimination in our society, they called upon the women folk to work unitedly in order to establish their rights.

The meeting was followed by a colourful rally which paraded a few streets of the city.

11. A football tournament

Gafargaon: December 27. A football tournament was held between Niguari Panjeri Sangsad Eleven and Nandia Sangoon Abahani Eleven on Syedur Rahman Memorial High School ground on the occasion of the Victory Day.

The game was inaugurated by the MP of Gafargaon as the chief guest while the chairman of Niguari Union Parishad was in the chair.

Hundreds and thousands of people of the locality witnessed the game. As both the teams were equally strong, it was a very contesting and exciting game. The Nandia Sangoon Abahani team won the tournament by three goals to two.

The chief guest handed over the Championship and runners-up trophies in a simple ceremony. While speaking on the occasion he laid emphasis on holding such tournaments in rural area, He honoured the best player of the winning team with prize bonds worth taka 1000.

Exercise

Write reports on the events/incidents suggested below:

01. A Serious Train Accident
02. Dhaka University Closed Sine Die.
03. S S C Examination Results Published
04. Serious Clash on the Campus
05. Shahid Day Observed
06. Annual Islamic Congregation at Tongi
07. Terrible Cyclone over the City
08. Victory Day Celebrated
09. One Day Cricket Match Between Bangladesh and India
10. Floods All Over the Country
11. Hartal Observed Throughout the Country
12. SAARC Summit held at Dhaka
13. Heavy Rains in the City
14. Fly Over at Mohakhali Opened

UNIT THREE

Letter Writing

What is a letter? A letter is a form of composition. It is an important form of communication, which plays a vital role in our practical life. By this time, a revolution has taken place in the field of communication like the telephone, wireless, cellular phones, fax and most recently the e-mail, which are much faster means of communication. The fax and the e-mail are also the forms of a letter, but they lack permanence. On the other, hand, a letter is a permanent record, which we can refer to in the future if necessity arises. It has the personal touch and exhibits the personality of the writer. However, letter writing is a kind of good art which is an important means for maintaining good relations with people, offices and business organizations.

Writing letters is a part of our usual social activities. We write letters to our parents, friends and relatives, to government offices, business organizations and newspapers. However, broadly speaking, there are two kinds of letters - formal letters and informal letters (or personal letters and official letters). They differ in the format and tone. Our students should learn how to write both personal letters and official letters. They should know the appropriate form of each kind of letters and express their thoughts in a paragraph or paragraphs within the formal framework. They must remember that grammatical correctness is of first importance.

Personal letters:

Personal or private letters are those which are written to parents, brother, sisters, friends, relatives, colleagues, acquaintances, neighbours etc., ie. persons who are known to us. These are informal letters. The style of this type of letter is, therefore, simple, natural and with an informal tone. The expression of thoughts and feelings is quite intimate. The tone is conversational in form, with spontaneity. Never begin any letter with 'Take my best wishes/cordial love/salam' etc. In English letter writing, expression of good willwishes come towards the end of the letter. It is best to begin the letter in a business - like manner.

Official letters:

Official letters are formal letters. They are written to different educational institutions, government agencies, business companies/organizations, news-papers etc. The tone of such letters should be completely formal; it should not sound to be personal and intimate. It should be concise, which will state only relevant facts and should be to the point.

The following types of letters are under the category of formal or official letters:

1. Letter of application
2. Letter to a newspaper or an editor (or public letter)
3. Letter to a business organization (or business letter)
4. Letter of complaint etc.

The General Layout of a Letter

A letter, in general, has six parts, and they are:

01. The heading (the writer's address) -The address of the writer is at the top of right hand corner of the letter, with a date as 10 March 2004 and not 10/312004 or 10.03.2004.

02. The salutation or greetings - It is written on the left hand side of the page below the address and is followed by a comma.

03. The body of the letter - It contains the subject matter. Like any other composition, it must be written according to a plan and illustrated in the form of paragraphs.

04. The subscription or courteous leave taking - When the writing of the subject matter is completed, the writer is to take leave saying some word/words of courtesy; this is subscription, e.g. Yours loving, Yours sincerely, Your friend, Yours faithfully, Yours truly etc. It is written at the lowest right hand corner or at the lowest left hand corner of the letter.

05. The signature and name - The signature and name of the writer comes below the subscription.


06. The superscription (the outside address of the addressee) - It is written on the envelope in which the letter is put to be sent.

Note: The Salutations and Subscriptions would differ depending on your relationship with the person to whom you are writing. Their different forms are given below:

Sl No.	Type of letter	To whom	Salutation (greeting)	Subscription (ending)
1.	Personal letters	Father/Mother	Dear Father/Mother, or My dear Father/Mother,	Yours affectionately or Your affectionate son or Yours loving
		Brother/Sister	Dear Brother/Sister, or My dear Brother/Sister	Your loving brother/sister or Yours loving
		Uncle/Aunt	Dear Uncle/Aunt, or My dear Uncle/Aunt,	Your affectionate nephew/ niece, or Yours affectionately.
		Close friend	My dear Nadim,	Yours sincerely, or Your friend,
		Aequaintances	Dear Mr. Abrar,	Yours sincerely, or Yours truly,
2.	Official letters	Business/Company/ Official or Govt. Off.	Dear Sir, or Dear Madam,	Yours faithfully, or Yours truly,
		Business firm	Dear Sirs/Gentleman, Dear Sir/Gentleman,	Yours faithfully, or Yours truly,
		Principal/Headmaster /Teacher	Sir or Madam, or Dear Sir/Madam,	Yours obediently or Your obedient pupil,
		Newspaper/Editor	Sir,	yours faithfully/truly or Yours.

Lesson-1

Notice the following format that shows the different parts of a personal or informal letter and the arrangement of them:

<p>2. (The Salutation)</p> <p style="margin-left: 40px;">My Dear Mother,</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px; text-align: center;"> <p>3. (The body)</p> </div>	<p>(The Heading) Village-Kaza, P.O.-Longair, P.S. ..Gafargaon, Dist. - Mymensingh, 06 December 2004.</p>
<p>4. (The Subscription): → Yours affectionately,</p> <p>5. (The Signature or name):</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px; flex: 1;"> <p>(The envelope)</p> <p>6. (The Superscription) Mrs. Mohsina, 8, Outer Circuler Road, Bora Magh Bazar, Dhaka.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-right: 10px; flex: 0.5; text-align: center;"> <p>Stamp</p> </div> <div style="flex: 1; text-align: center;"> <p>→ </p> <p>Mahdi</p> </div> </div>	

N.B. The commas and full-stops shown in the Heading and Superscription may be used or may not be used; it is not a must. For the sake of decency, if you use commas and full-stop in the Heading, you also use them in the Superscription, and if you avoid this in the case of the Heading, you avoid it in the case of the Superscription as well.

Specimens of Personal/Informal Letter

- 01. Suppose, one of your friends of your school has invited you to spend a week at his village home in the summer vacation. Now write a letter to your father asking his permission to spend a week with him.**

61 Shahidbagh,

Dhaka,

7 May 2004.

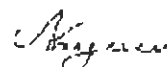
Dear Father,

Our school is going to be closed on Monday next for 18 days on the occasion of summer vacation. It is, no doubt, a pretty long time. You know Jamal, a classmate of mine, is my most intimate friend. He hails from Rajshahi. Jamal has invited me to spend a week at his village home. He is insisting me on my going with him. He tells me that I must go with him because in the summer season abundance of delicious mangoes of various kinds and also very tasteful big lichis are available in Rajshahi during this season. Moreover, I have never been to Rajshahi before. This is a good opportunity for me to visit Rajshahi, which will be very enjoyable for me. What is your opinion, father? Would you please permit me to spend just a few days with my friend in Rajshahi? I know well that you, mother and all others are very eager to see me soon, and so I should meet you. But I can not resist my friend's earnest desire. However, I assure you that I will never go against your wishes. Please let me know about mother's opinion. I'll be waiting for your reply. Please convey my best wishes to all.

Stamp

Mr. A. H. Mondal,
Village-Niguari,
P.O. - Nigurai,
P.S. - Gafargaon,
Dist.-Mymensingh.

Yours loving



Nayeem

- 02. Suppose, you have recently admitted to your school hostel and gathered some new experience. Write a letter to your mother describing your experience of hostel life.**

Room No. 12
School Hostel
8 March 2004

My dear Mother,

It has just been a week that I came to live in our school hostel. It is the first time that I am living in a hostel So it is a new experience for me as a boarder of a hostel. The hostel life is quite different from my life at home, but it is not altogether bad. I have to maintain discipline in every step in the hostel. I am to get up early in the morning. We have to have our breakfast at 7-30 a.m. everyday. Classes usually start at 9-00 a.m. We have to take our lunch at 1-00 p.m. At 1-30 p.m., we again go to class and come back at 4-00 p.m. At 5-00 p.m. we go to the playground and play different games. Playing for an hour we come back to the hostel. Just after evening prayers, we start to prepare our school lessons. We take our supper at 8-00 p.m. We go to bed at 11-00 p.m. everyday. I have already been habituated with the system and discipline of our hostel.

Everyday I meet some new students and make friendship with them.

However, I miss you very much. How are father, Nayeem and Lucky?

With best wishes for you all,

Yours lovingly

Nadim

Nadim

	Stamp
Mrs.F 791, Shahidbagh Dhaka	

03. Discipline as well as regularity is very important for a student to mould his life. Write a letter to your younger brother, who reads in a school, advising him to be disciplined and regular in his daily life.

18, Nasirabad Road,
Chittagong,
28 October 2004.

Dear Mahdi,

I am happy to hear that you are quite well. It is necessary for all of us to keep fit in order to live a good and happy life. I would like to tell you how important it is for you to be disciplined and regular in your daily life.

As you are a student, your first and foremost duty is to be attentive and regular in your studies. You must be regular and punctual in attending your classes at school. You should obey the rules and regulations of your school and follow all the instructions of your teachers in to to. Your homework, too, should be done in time. Never leave away anything for tomorrow, which you can do today.


You should give importance to discipline not only at school but also at home. You should have your meals at the right time everyday. You should make it a habit to go to bed before midnight and get up early in the morning.

I know you are a good boy and hope you will not neglect my advice. I am sure you will cut a good figure in the SSC Examination and shine in life. Convey my best regards to father and mother.

With good wishes to you all,

Stamp
Mrs.F 79 Malibagh, Dhaka - 1200.

Your loving brother,


Tamimi.

04. Suppose, you have recently participated in a sports competition and won prizes. Write a letter to your cousin describing your participation in the competition.

18 Segunbagicha, Dhaka

31 January 2004

Dear Nipel,

I have some happy news to inform you. Last Sunday I took part in the annual sports of our school. I participated in three events - 100 metres sprint, 500 metres race and relay race. I won the first prize in the sprint and our team came out first in the relay race. So I have two more medals to add to my trophies. It is a very joyful and glorious event for me. On the sports day, I spent an exciting moment, no doubt.

You know that I am careful of my health and our physical instructor is very pleased at my performance. He is also pleased with me for my regular exercise.

I hope you are safe and sound. Convey my regards to uncle and aunt and love to Imon. I will meet you soon.

Your loving cousin

.....

Zubair

	Stamp
Nipel Vill- Lingair P.O. - Longair P.S.- Gafargaon Dist.- Mymensingh	

05. You had an opportunity to enjoy the last pahela Baishakh. Write a letter to your pen-friend about how you enjoyed the day.

899 Shahidbagh,
Dhaka-1217,
1 April, 2003.

Dear David,

I hope you are fine. The first day of Baishakh, the Bengali New Year's day, was observed yesterday in Bangladesh. I am telling you how I enjoyed the day.

In the morning I went to Ramna Park. There I ate panta-bhat which means stale rice with water. Then I joined the rally. After the rally, I attended a cultural programme at Ramna Batamul where every year the opening program is held. Wearing colourful dress and a mask, I danced with some other friends in the park. After ten o'clock I returned home. Then I watched the live programs on TV. The day is a national holiday.

After lunch, I went to a fair. This fair is called Baishakhi Mela. I bought some toys for my younger brother and a flute for me. In one stall I ate some sweets. Then I went to a shop where I was entertained with sweets like many other customers. The owner of the shop opened new accounts which we call "hal khata". In the afternoon I enjoyed a film on TV. In the evening I went out to see the sights of illumination in the city. Everywhere people were found in a joyful mood. This is how we traditionally enjoy Pahela Baishakh in Bangladesh.

With best love to you,

Yours ever,

.....

Yousuf.

06. The annual prize giving ceremony has recently been held in your school. Write a letter to your friend describing the ceremony.

02 March, 2004,
Sahidbagh,
Dhaka-1217.

My dear Friend,

You have not written to me for many days. Once you wanted to know about the prize-giving ceremony of our school. Here is a short account of it.

The prize-giving ceremony of our school is always a colourful programme. The best one was held last week. The school building was nicely decorated with flowers and festoons. The Headmaster of the school presided over the function. The Director General of Secondary and Higher Education was the Chief Guest. The function began at 9 a.m. A boy of class X recited the Holy Quran. The Headmaster read out the annual report of the school. There were many distinguished guests in the function. Some guests also spoke on the occasion. The Chief guest delivered a short speech. But it was very instructive for us. He inspired us greatly. Then he gave away-the prizes. The prizes were given for brilliant results, excellence in games and sports, music, literary composition and regularity in attendance. It was a whole day program. In the evening, a one-act play was staged. I played a role in it.

With best love to you,

Yours ever,

.....

Farhad.

07. In your school, there is a tradition to bid formal farewell to the ssc Examination candidates. Such a programme has been held recently. Write a letter to your friend describing the farewell programme.

897 Shahidbagh,
Dhaka -1217,
4 March 04

Dear Friend,

A sad memory of a farewell programme often haunts me. It was held to bid farewell to the ssc Exam. candidates of our school.

The function was held in our school auditorium. The Headmaster was in the chair. Four class teachers of class X were on the dais. A student of class IX conducted the programme. The function began with the recitation of the Holy Quran. A student of class X read out the farewell note. After that a few students spoke on the occasion. There was a tone of parting in everybody's speech. Next the class teacher of class X spoke. Recalling their memories, he advised them to build up their career. Then a senior teacher spoke. While speaking, he burst into tears. There was a pin-drop silence. Some students could not but weep. After the Headmaster's speech, all the out-going students attended a dinner. In the afternoon, they all left school. But before leaving, they greeted the teachers by touching their feet. Each of them was given a book and a red rose.

The day is gone. But the memory still pains me to think that we must leave the school for ever.

With love to you,

Yours ever,

.....

Qamrul.

08. Suppose, recently you have made a train journey which is a memorable event for you. Write a letter to your friend describing the experience of your train journey.

899 Shahidbagh

Dhaka 1217

13.03.04

My dear Friend,

Thank you for your letter. I have just been back from a long journey to India. I have very wonderful memories and experiences. One of them was my train journey in India. I am writing a short accounts of my train journey.

Last week our family went to Madras by Karomondul Express. It is a very fast train. We started from Kolkata at 2.25 p.m. We had our reservation for sleeper class. I had my seat with my mother beside the window. So I could see outside and enjoy the natural beauties.

The train passed stations after stations. It passed through West Bengal & then Orissa. It ran the whole night and then passed through Tamil Nadu. The greenery and the hilly areas of the land impressed me with wonderful sights. We could sleep well the previous night on the berth. We were given our meals timely. There was no shortage of water supply. I could wash myself and say my prayers in time. It was the longest journey I experienced in my life. But it was comfortable and very interesting. At night the full moon appeared in the sky. I enjoyed her beauty and thought in praise of the Creator. As it was a family trip, it was most enjoyable to me. The train reached Madras the following day after a journey of 28 hours. Though it was a very long journey, we did not feel exhausted.

Convey my best compliments to your parents & love to your younger brothers and sisters.

With love to you,

Yours loving

.....

Mohit

- 09. Suppose, you are interested to enjoy a cricket match. Last week you enjoyed a world cup cricket match on TV. Write a letter to your friend describing your feeling and experience.**

897 Shahidbagh
Dhaka-1217
28 March, 04

My dear Friend,

Thank you for your letter. I am not very interested in games. But I felt curious to watch the world cup cricket match between Bangladesh and Australia on TV. I am writing a few words about it.

Bangladesh won the toss and batted first. The starting seemed to be very propitious for Bangladesh. Only two hours later, the trend of the game was unfavourable for our team. By this time three strong and steady Bangladeshi batsmen were bowled out and caught out. The game was very contesting. When Bangladesh could score only 182 runs, all the innings were over. We all in the room lost our keen interest. Two cricket fans broke into violent tears when Bangladesh failed to score 200 runs to qualify for the quarter final. However, when our Bangladesh team started fielding, we expected a good score. But the opponent team was very strong and expert. The best batsman outdid our Bangladeshi players. Our team could not outplay them in bowling and catch. Now the situation was very disappointing for us. When all the innings were not yet over, we found the Australian team scoring 210 runs. Thus the finishing was very discouraging. The Australian team was declared winner. We lost our spirit. My heart began to burn for being defeated though there was much possibility of our victory. I think you watched the game. If not thank you for not witnessing the defeat.

Hoping to hear from you,

Yours cordially

.....

Jubair

- 10. Suppose, recently you have made an enjoyable journey by boat. Bring out your experience in a letter to your friend about your experience of the journey.**

222 Moghbazar

Dhaka -1200

20 May 2004

My dear Friend

Last week I had a journey by boat. Let me write a few words about my experience.

We went from our house to Kapasia by boat. It was a very delightful occasion of my neighbour's wedding ceremony. We started in the afternoon by a hired boat. It was a very nice and well-built boat. The river was full to the brim. There were three boatmen to ply the boat. As the wind was favourable, they set sail. The boat was moving fast along the river Sitalakshya. The gentle waves were dashing against the boat. So there was a continuous mild noise. Some fishermen were catching fish. Some boys were diving and swimming. Our boat was going to the east. When it was about dusk, the sun looked like a lump of gold sinking into the river behind. The night came and the full moon with all her glory appeared in the sky. The brightness of the moon charmed all. It reflected on the waves which looked like many silver pieces. The surroundings seemed to be a fairy land. The boatmen sang several mystic songs. My heart leapt with romantic joy. The rows of trees on both the banks of the river looked like sentinels standing to welcome our arrival. We all were enjoying the sights and beauties. All on a sudden, the weather turned bad. There was no moon but the cloudy sky. Stormy wind began to blow. There was frequent lightning followed by thunder. Just then we reached our destination. It was 10 p.m. Every body heaved a sigh of relief. Thus the pleasant journey ended with fear and despair.

With best love to you,

Yours sincerely

.....

Subhan

- 11. Suppose, your friend wants to know about your life in Dhaka city. Write a letter to a friend describing your life in Dhaka.**

897 Shahidbagh,
Dhaka - 1217,
22 May, 2004.

My dear Friend,

Thank you for your letter in which you have expressed your desire to know about our life in Dhaka. I am writing a few words about it.

Our life is very different in Dhaka city from your life in the village. We are very busy here. Here our life is bound by a routine. We wake up in the morning hearing the rattle of auto-rickshaws. At night we cannot enjoy the sight of the moon. We see the beauty of electric lights. Here daily necessities are very dear. So life is very expensive. Air is polluted.

Mosquito menace, scarcity of water, traffic jam, robbery, snatching and kidnapping are regular problems. A section of people are very rich and luxurious. They live in multistoried buildings. A class of people is poor. They live from hand to mouth. The middle class people live by their limited income but honestly. Life is not easy and simple. Here our life is complicated. We are so self-centered that we do not know even what happens in the next door neighbour's house. Here everybody is for himself.

My father is very busy. My mother takes me to school and to the house of teachers. I am fine. I am regular at my studies.

With best love to you,

Yours cordially,

.....


Hassan.

Exercise

1. Write a letter to your younger brother telling him about the importance of reading newspaper.
2. Write a letter to your friend advising him to give up smoking habit. .
3. Write a letter to your friend describing your experience of visiting a place of natural beauty.
4. Write a letter to your friend describing a street accident.
5. Write a letter to your friend congratulating him on his success in the Annual Examination.
6. Write a letter to your mother about your result in the Test Examination.
7. Write a letter to your father telling him about your preparation for the ssc Examination.
8. Write a letter to your friend consoling the death of his father.
9. Write a letter to your father asking him to send you some money to purchase winter clothes.
10. Write a letter to your friend describing the causes and effects of deforestation.
11. Write a letter to your friend describing the type of house you live in.
12. Write a letter to your pen-friend describing the wedding ceremony of your elder sister.
13. Write a letter to your uncle telling him about your visit to a place of historical interest.
14. Write a letter to your sister describing your experience of a train journey.
15. Write a letter to your friend describing a fire incident.
16. Write a letter to your pen-friend about how you celebrated the last Eid festival.
17. Write a letter to your friend telling him about the importance of communicative English.
18. Write a letter to your younger brother describing your experience of a journey by boat.

Lesson-2

Notice the following format that shows the different parts of a letter of application (a formal letter) and the arrangement of them:

	01. (The date) 25 March 2004.
 1. (Recipients designation and address)	
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"><p>The Principal, Ideal School and College, Motijheel, Dhaka,</p></div>	
 2. (The salutation)	
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;"><p>Sir/Madam</p></div>	
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"><p>.....</p><p>.....</p><p>..... 4. (The body)</p><p>.....</p><p>.....</p><p>.....</p></div>	
 5. (The subscription): → <div style="border: 1px solid black; padding: 2px; display: inline-block;"><p>Yours obediently,</p></div>	
 6. (The signature name and identity): → 	
<div style="border: 1px solid black; padding: 5px; width: fit-content;"><p>Ahmad Class-X Roll No. 07</p></div>	

Specimens of Letter of Application

- 1. On account of illness you could not attend the classes. Write an application to The Headmaster asking leave of absence.**

19 November 2004

The Headmaster

Barmi High School, Sreepur, Gazipur,

Subject : Prayer for leave of absence.

Dear Sir,

This is to inform you that I could not attend school from 15 to the 18 November 2004 on account of influenza.

You are therefore requested to grant me leave of absence for those four days only and oblige me thereby.

Your most obedient pupil

A H.Mondal,

Class IX

Roll No. 01

- 2. You have an urgent piece of business at home. Write an application to the Headmistress asking her permission to leave school.**

03 March 2004

The Headmistress,

Bangla Bazar Govt. Girls' High School,

Dhaka.

Subject : Prayer for leave after the third period.

Madam,

I beg to bring to your notice that I have an urgent piece of business at home. My mother has just sent a message to go home soon.

I therefore request you to grant me leave after the third period and oblige me thereby.

Your most obedient pupil

Nilofar,

Class IX, Roll No. 03

3. Write an application to the Headmaster asking his permission to leave school earlier on account of sudden illness.

16 October, 2004.

The Headmaster,
New Govt. High School,
Dhaka.

Subject: Prayer for leave for the remaining periods.

Sir,

I beg most respectfully to state that after reaching school I have suddenly been attacked with fever and I am quite unable to stay in the class any longer.

I, therefore, pray that you would be kind enough to grant me leave for the remaining periods.

Your most obedient pupil,
Md. Abdul Qader,
Class X, Roll No. 08.

4. Write an application to your Headmaster praying for leave on account of your sister's marriage.

07 December 2004.

The Headmaster,
Narinda High School,
Dhaka.

Subject: Prayer for leave.

Sir,

I beg to state that my younger sister's marriage is scheduled to be solemnised on Friday, the 10th December, 2004. In this connection, I shall not be able to attend school for some days.

I, therefore, request you to kindly grant me leave for five days with effect from 8th December, 2004.

Your most obedient pupil,
Md. Masud Rana,
Class IX, Roll No. 07

5. Suppose, you passed the ssc Examination this year. Now you need a testimonial for your admission to a college. Write an application to the Headmaster of your school for a testimonial.

July 10, 2004

The Headmaster

Mymensingh Zila School, Mymensingh

Subject : Prayer for testimonial.

Sir,

I beg most respectfully to state that I was a student of your school for five years and passed the SSC Examination of the BISE, Dhaka, from your school in 2004.

Now I intend to get myself admitted to Ananda Mohan College, Mymensingh, and for that I am required to submit a testimonial from you to the college authority.

I should, therefore, request you to kindly issue me a testimonial referring my character, my academic records and other activities during the five years of my study in your school.

Your most obedient pupil
Qamrul Islam

- 6. Suppose, your father has been transferred from Dhaka to elsewhere. Now you will have to be admitted to a school there and need a transfer certificate. Write an application to the Headmaster for a transfer certificate.**

May 30, 2004

The Headmaster

Motijheel Ideal School

Dhaka

Subject: Prayer for transfer certificate.

Sir,

With due respect I beg to state that my father, a Professor of Titumir College, Dhaka, has been transferred to Asheq Mahmud College, Jamalpur. As a result, our family will be shifted to Jamalpur soon.

In these circumstances, I beg the favour of your kindly issuing me a transfer certificate for my admission to a school there. .

Sir, I have cleared up my dues upto the current month.

Your most obedient
pupil

Ahmad Zubair Mahdi,
Class IX, Roll No. 12

- 7. Write an application to the Manager of a Jute Mill seeking his permission to visit the mill.**

March 10, 2004

The Manager

People's Jute Mills

Khulna

Subject: Prayer for permission to visit People's Jute Mills.

Sir,

I, on behalf of the students of class IX of K.K. High School, Khulna, beg to approach you with the request that you would kindly permit us to visit your mill on the 12th instant. This visit, we are sure, will be a great benefit to us. As we shall see everything with our own eyes, it will arouse a keen interest in jute technology.

If you have no objection, kindly inform us at your earliest convenience and oblige us thereby.

Yours faithfully

Abdul Hamid Khan,

On behalf of the students of Class IX

K.K. High School, Khulna

- 8. Suppose, the DEO/Inspector of Schools has made a sudden visit/inspection to your school and has completed his visiting/inspecting activities. Write an application to the DEO/Inspector of Schools for a holiday in honour of his visit to the school.**

The 23rd March 2004

The DEO/Inspector of Schools

Mymensingh District, Mymensingh

Subject: Prayer for a holiday.

Sir,

We, on behalf of the students of this institution, most respectfully beg to approach you that you will be so good as to grant us a holiday in honour of your kind visit to our institution.

Your most obediently,

Mamun Ahmed,

Class X, Roll No.5

On behalf of the students of

Satarabari High School

Gafargaon, Mymensingh

9. An application for remission of fine for late payment of school fees.

The 10th Feb. 2004

The Headmaster

Comilla Zila School

Comilla

Subject: Prayer for remission of fine.

Sir,

I beg to state that I failed to clear off my school dues for the current month on the fixed date on account of extreme poverty.

So I pray that you will be kind enough to exempt the fine for late payment.

Your most obedient pupil

Mahfuz Ahmed,

Class VII Sec. A,

Roll No. 38

10. You want to get yourself admitted to a school at Dhaka. Write an application to the Headmaster of the school seeking admission to his school.

March 12, 2004

The Headmaster

Islamia High School,

Dhaka

Subject : Prayer for admission.

Sir,

I beg most respectfully to state that I am willing to get myself admitted into class VII of your school. My transfer certificate and progress report of the previous school are enclosed herewith.

May I therefore hope and pray that you would kindly admit me as prayed for.

Yours obediently

Masud Parvez

11. Suppose, now it is summer season and it is quite difficult to attend school according to the present time-table. So write an application to your Headmaster to shift the classes in the morning.

19 June 2004.

The Headmaster,

Shaheb Ali Academy,

Pagla, Gafargaon, Mymensingh.

Subject : Prayer for shifting classes in the morning.

Sir,

We, the students of your school, beg to bring to your kind notice the fact that the summer season has commenced with great severity this year. The heat becomes unbearable at midday. It is quite difficult to attend the classes after 11 a.m.

We, therefore, pray that you will kindly shift the classes in the morning.

Your most obedient pupil,

Rumi Noman,

Class 10 Roll No.2

On behalf of the students of

Shaheb Ali Academy.

- 12. Your father is an invalid poor man, and on his part it is quite difficult to maintain the expenses of your study. So write an application to secretary of your school praying for a full free-studentship.**

20 Feb. 2004

The Secretary

Kishoregonj High School

Kishoregonj

Subject: Prayer for a full free studentship.

Sir,

I have been reading in your school for the last two years. But I could not pay my school fees regularly for want of fund specially in view of the fact that my father is sick and now jobless.

I, therefore, pray that you will be pleased to grant me a full free-studentship from the month of January, 2004. It may not be, I think, out of place to mention here that I stood first in the Annual Examination.

Your most obedient pupil

Ali Ahmad,

Class VIII, Section A Roll

No. I

- 13. An application to the Headmaster praying for a holiday on the occasion of the victory of your school team.**

15 June 2004.

The Headmaster,

Kandapara N. N. High School,

Khulna.

Subject : Prayer for a holiday.

Sir,

We, the students of your school, beg to request the favour of your granting us a holiday as our school won a decisive victory over the Khalishpur High School in a football match played yesterday on our ground. It will encourage us towards games and sports.

Your most obediently,

Khalid Khan,

Class - 9, Roll No.6,

On behalf of the students of your school.

14. Write an application to the Headmaster of your school for help from the poor fund.

15 February 2004.

The Headmaster,

Moshakhali High School,

Mymensingh.

Subject : Prayer for help from the poor fund.

Sir,

With due respect and humble submission, I beg to lay before you the following facts for your kind consideration.

I lost my father at an early age. My elder brother, who is only two years older than I, can hardly maintain our large family of 8 members by the small income of our landed property. It is impossible for him to bear my educational expenses. Unfortunately, I have not been granted a free-studentship.

In the circumstances stated above, I fervently solicit the favour of your kindly granting me a regular stipend from the poor fund and thus enable me to continue my studies.

Your most obedient pupil,

S. K.A. Rahim,

Class IX, Roll No.4.

15. You are eager to read books of various kinds. But it is not possible on your part to purchase and collect so many books. Write an application to the librarian of a public library for its membership.

14 July 2004

The Librarian

Mymensingh Public Library

Mymensingh

Subject: Prayer for membership.

Dear Sir,

I would like to draw your kind attention that I am a student of Zila School, Mymensingh, reading in class 10. I am deeply interested to read books of various branches of knowledge. But I am not able to purchase and collect all these books. So I want to be a member of your library. I shall fulfil all the formalities required for this.

I, therefore, hope that you would do the needful regarding this and thus oblige.

Yours truly

Jahir Abbas,

Class-10, Roll No. 01

Zila School,

Mymensingh

16. Write an application to the manager of a bank to open a bank account.

April 13, 2004

The Manager

Islami Bank Bangladesh Ltd

Motijheel Branch, Dhaka

Subject : Prayer for opening a bank account.

Dear Sir,

I would like to draw your kind attention that I am interested to open an account in your branch of Islami Bank Bangladesh Ltd. I am ready to fulfill all the formalities regarding this.

I, therefore, hope that you would do the needful in connection with this and oblige me thereby.

Yours faithfully

Mohsina Akhtar,

Assistant Teacher

Viqarunnisa Noon School, Dhaka

17. Write an application to the Chairman of the Union Parishad for a culvert on a road.

10 April 2004

The Chairman

Longair Union Parishad

Gafargaon, Mymensingh

Subject: Prayer for construction of a culvert.

Dear Sir,

Kaza to Satarabari road, which is connected with the District Parishad Road linking between Mymensingh and Dhaka, bears much importance in our union. A lot of people use the road, and all kinds of motor vehicles always ply along it. But it is affected by flood every year and its repair takes a long time. Especially at the middle point of the road earth is washed away by every flood and there is a deep depression. It causes great difficulty to the people and vehicles using this road.

I would, therefore, request you to take necessary steps for the construction of a culvert at this point. I think it will be a permanent solution to a long-standing problem. Measures taken in this respect will be highly appreciated by the people of this area.

Thanking you,

Yours sincerely

M. A. Sayeed

Village-Kaza, U.P.-Longair

18. Write a letter to the Chairman of your Upa Zila Parishad to supply relief immediately to a flood affected area.

20 October 2004

The Chairman,

Upa Zila Parishad, Gafargaon,

Mymensingh.

Subject : Prayer for relief.

Sir,

I, on behalf of the people of Tangoon, would like to draw your kind attention that our agriculture is fully under the influence of nature. You know during the last two months people of my locality faced terrible flood. The flood damaged all the paddy in the fields. As a result, the people are suffering from serious crisis of food.

I, therefore, pray to you and hope that you would sanction sufficient relief immediately for our hungry people.

Yours faithfully,

R. Islam,

Tangoon, Gafargaon, Mymensingh.

19. Write an application to the Chairman of a school for the post of an Assistant Teacher.

71 Malibagh
Dhaka
30 November 2004

The Chairman
Bormi High School
Sreepur, Gazipur

Subject : Prayer for the post of an Assistant Teacher.

Dear Sir,

In response to your advertisement published in The Bangladesh Observer of 19 February 2004, I would like to apply for the post of an Assistant Teacher in your esteemed School. My CV has been stated below. .

1. Name : A H
2. Father's name : M H
3. Mother's name : F B
4. Permanent address : Niguir, Gafargaon, Mymensingh
5. Mailing address : 71 Malibagh, Dhaka
6. Date of birth : 01.01.1970, Dhaka
7. Nationality : Bangladeshi
8. Marital status : Unmarried
9. Religion : Islam
10. Contact No : 8413968
11. Educational Qualification :
 - a) M. A. (English), 2nd class, National University, 1998
 - b) B. A. (Pass) (with Elective English), 2nd Division, National University, 1996
 - c) H. S. C. 1st Division, Dhaka Board, 1994
 - d) S. S. C. 1st Division, DhakaBoard, 1992
12. Experience: Served as an Assistant Teacher of English for five years.

I hope you will consider me a suitable candidate for the position mentioned above.

Yours faithfully,

.....

A.H.

20. Write an application to the Manager of a commercial firm for a job.

83 Noorjahan
Road
Mohammadpur,
Dhaka
17 May 2004

The General Manager
New Era Enterprise .
Motijheel Commercial Area
Dhaka

Subject: Application for the post an Assistant Manager.

Dear Sir,

In response to your advertisement published in The Daily Star of 14 June 2004, I would like to apply for the post of an Assistant Manager in your reputed firm. This is the kind of job I like most, and I do believe you will find me a suitable candidate for this post. My full curriculum vitae and the attested copies of my documents are enclosed herewith for your kind consideration.

Yours truly
N. Islam

Curriculum Vitae

Name :	N. Islam
Father's Name :	RuhulAmin
Mother's Name :	Farida Begum
Date of Birth :	29 March 1970
Nationality :	Bangladeshi
Religion :	Islam
Marital Status :	Unmarried
Permanent Address :	Dewna, Khamer, Kapasia, Gazipur
Present (Mailing) Address :	98 Shantibagh, Dhaka
Education :	S. S. C. - Kapasia High School, 1985, (Humanities group) 2nd Division. H.S.C.-Titumir College, Dhaka, 1987, (Humanities group) 1st Division.

B.A.(Hons) in English; Dhaka University, 1991,
2nd Class.

M. A. in English, Dhaka University 1994, 2nd Class.

Experience

(a) Worked as a reporter for The Dhaka Digest, a weekly publication in English, from September 1995 to March 1997.

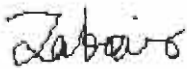
(b) Worked as a part-time English Teacher at Motijheel Model School & College from April 1998 -August 2003.

Exercise

1. Write an application to the Headmaster of your school for permission to go on a picnic.
2. Write an application to the manager of a bank for a loan.
3. Write an application to a business firm for the post of an accountant.
4. Write an application to the Controller of Examinations to provide your certificate in English Version.
5. Write an application to the Headmaster of your'school to provide facilities for games.
6. Write an application to the owner of a private clinic requesting him lower the high rate of cabin charges per day.
7. Write an application to the postal authorities to open a new sub-post office in your village.
8. Write an application to the Headmaster seeking a part-time appointment as teacher.
9. Write an application to the Headmaster of your school to provide with a library.
10. Write an application to the Headmaster seeking permission to go on a study tour.
11. Write an application to your Headmaster seeking permission to organize a literary club in your school.
12. Write an application to the Headmaster of your school to set up a canteen on the school campus.

Lesson-3

Notice the following format that shows the different parts of a letter to a newspaper/editor (a formal letter) and the arrangement of them:

<p>2. (Recipient's designation and address)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> The Editor The Bangladesh Observer Motijheel, Dhaka </div> <p>3. (The salutation)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Sir/Madam </div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">.....</p> <p style="text-align: center;">.....</p> <p style="text-align: center;">.....</p> <p style="text-align: center;">..... 4 (The body)</p> </div>	<p>01. (Writer's address and date)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> 81 Outer Circular Road Magh Bazar, Dhaka 25 March 2004 </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: right;"> Yours truly, </div> <div style="text-align: right; margin: 5px 0;">  </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0; text-align: right;"> Zubair </div>
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Specimens of Letter to a Newspaper

- 1. Write a letter to the editor of a daily newspaper drawing attention to the problem of frequent load shedding.**

18, Gulshan-I
Dhaka
20 August 2004

The Editor
The Morning Star
Motijheel, Dhaka
Sir,

Would you kindly publish the following lines in the columns of your esteemed daily:

Frequent load shedding in Dhaka

Frequent load shedding in the city and the suburbs has made our life miserable. Indiscriminate power-cut over wide areas for hours together has become a daily feature of our present day life. There is no area which is not affected by it daily. Houses, shops, factories, offices-all come under the staggering load shedding. The mills and factories are paralysed. Students and teachers are the worst sufferers. We are compelled to study in the dim candle light. We have learnt to cook and eat in darkness. How long will we have to suffer? The Government should take necessary measures to remove the problem of load shedding as early as possible.

Yours truly

Farhad

- 2. Write a letter to the editor of a daily newspaper focusing on the wastefulness in the wedding/marriage ceremonies in Bangladesh.**

71 Rampura
Dhaka
20 December 2004

The Editor
The Daily Star
Motijheel, Dhaka
Sir,

Would you kindly publish the following lines under the caption "Wedding Ceremonies in Bangladesh" in the columns of your esteemed daily:

Wedding Ceremonies in Bangladesh

Bangladesh is a country beset with a lot of problems, and poverty is at the root of them. we have to depend upon the aids from the overseas countries. But it is unfortunate that we have a tendency towards wastage of money. We often spend beyond our means. Our wedding ceremonies are a bright example of this. Sometimes it is 'noticed that a family spends all its savings on a wedding ceremony. If the savings are not enough, it sells properties or borrows from any source. A huge amount of money is spent on ornaments, clothes, furniture and feasts. The guests also spend a lot of money on gifts. Altogether it becomes a matter of excessive expenditure, which is unwise as well as unfortunate. This is one reason why our families can not get out of their economic problems. We- 'must change our attitude to marriages. We should go for simpler, easier and less expensive customs and ceremonies. We can start a social movement with a view to bringing about such an important change.

Yours truly'

.....

Masud

3. Write a letter to the editor of a newspaper/journal appealing for relief to a flood- affected area.

Rasulpur
P. O. Rasulpur
Dist. Narayangonj
15 August 2004

The Editor
The Bangladesh Observer
Motijheel, Dhaka

Sir,

Would you kindly publish the following few lines in the columns of your esteemed journal:

Immediate Relief for Rasulpur

Rasulpur is a small village in the District of Narayangonj. Like many other places in the country, it is in the grip of a devastating flood. Most of the houses

have gone under water and many small huts have collapsed altogether. People have taken shelter on a few dry spots, house-tops and even on trees. There is terrible suffering for cattle and other domestic creatures. Scarcity of food and diseases have made the life of the people miserable. The most unfortunate fact about this village is that even in normal times, it has very little communication with the outside world. As a result, no relief team has visited this place so far. I would call upon the government relief agencies and voluntary organizations to come to the rescue of the people who would simply perish if their sufferings continue indefinitely.

Yours sincerely

.....

(Imam Hossain)

On behalf of the suffering
people of Rasulpur

4. Write a letter to the editor of a newspaper/journal regarding the delay in the publication of the results of an examination.

Muslim High School Hostel,
Laxmi Bazar,
Dhaka-1000,
30 July 2004.

The Editor,
The Bangladesh Times,
Motijheel Commercial Area,
Dhaka.

(For publication in the 'Letters to the Editor' column of your esteemed daily)

Sir,

We want to express our grievances at the delay in the publication of the results of the SSC Examination of this year. We sat for this examination in February last and have been waiting for the results since then. Usually results are expected to be published within three months of the examination. Unfortunately in our case it appears that even a period of five months is not

enough for this purpose. Meanwhile, one month has already elapsed from the academic year of the HSC classes. It is, no doubt, very unfortunate for us.

We hope that the authorities concerned will take necessary steps for the publication of the SSC Examination results without any further delay.

Yours truly,

.....

Ahm & Aks.

5. Write a letter to the editor of a newspaper commenting on traffic jams in Dhaka.

Titumir College,
Mohakahli, Dhaka,
5 July 2004.

The Editor,
The New Nation,
Mirpur Road,
Dhaka.

(For publication in the 'Letters to the Editor' column of your esteemed daily)

Sir,

Traffic jams in the roads of Dhaka have now become a serious problem. It is a constant headache to all users of the road. The problem is most acute at New Market, Magh Bazar, Mouchak, Gulistan, Baitul Mokarram, Motijheel Commercial Area and Nawabpur Road. The traffics at these places come to a dead stop at times and people have to suffer an unnecessary waste of time in addition to a lot of worries and anxieties. Many of them are late for important appointments and engagements for no fault of theirs. There is a risk of accidents, too, when there is a traffic jam. One of the causes of traffic jams in Dhaka seems to be that all kinds slow-moving and fast-moving vehicles ply on the roads of Dhaka indiscriminately. There are cycle-rickshaws, auto-rickshaws, bicycles, motor bikes, push carts, trucks, buses and motor cars-all rushing along both sides of the roads towards their destinations. In a situation like this traffic jams are inevitable. The authorities concerned are expected to do something about it.

Yours truly,

.....

Zafor.


Exercise

Write out the letters addressed to editors of journals/ newspapers:

1. calling attention of the concerned authorities to mosquito menace.
2. calling attention of the concerned authorities of roads in your town.
3. calling attention of the concerned authorities to the miserable situation of a school building.
4. protesting the frequent-increase in the price of paper.
5. on the need for electric supply in your village.
6. drawing the attention of the authorities to the need for a public library in your town.
7. inform about the want of street lights in your locality.
8. regarding the need for more tube-wells in your village.
9. commenting on smoking in public places.
10. commenting on student politics in Bangladesh.

Lesson-4

Notice the following format that shows the different parts of a business letter (formal letter) and the arrangement of them:

<p>2. (Recipient's designation and address)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The Manager Messers Sports Emporium 41 Gulistan, Dhaka</p> </div> <p>3. (The salutation)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Dear Sir/Gentleman,</p> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px; height: 100px;"> <p style="text-align: center;">4 (The body)</p> </div>	<p>01. (Sender's address and date)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Physical Teacher Motijheel Govt. Boys' School Motijheel, Dhaka April 20, 2004</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>5. (The subscription): → Yours faithfully,</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>6. (The signature of name) : → </p> <div style="border: 1px solid black; padding: 2px; text-align: center; margin-top: 5px;"> <p>Zia</p> </div> </div>
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Specimens of Business Letter

1. Write a letter to a book-seller giving an order for some books.

Headmaster
Satarabari High School
Gafargaon, Mymensingh
23 March 2004

The Manager
Oxford Book Depot
New Market Dhaka

Dear Sir,

Would you kindly send me the following books by V.P.P. It will be a matter of high appreciation if you send the books without delay.

Thanking you,

Yours faithfully

.....

N. Hoque

List of books:

1. English Grammar and Composition (Book Two)
--by A.K. Shamsuddin & A.H. Mondal--20 copies.
2. Advanced Learner's Dictionary
--by A.S. Hornby (Oxford) --05 copies.

2. Write a letter to a book shop inquiring whether some books are available.

Headmaster
Kandipara A. A. High School
Gafargaon, Mymensingh
24 April, 2004.

Dear Gentleman,

Would you please inform me whether the books enlisted below are available in your book shop?

Your early correspondence in this regard will be highly appreciated.

Thanking you,

Yours sincerely

A. Jabbar

List of books:

01. "Othello" by Shakespeare
02. "Arms and the Man" by G.B Shaw
03. "Sonar Tari" by Rabindranath Tagore

3. Write a letter to the manager of a business firm complaining against the supply of damaged/defective goods.

The Physical Instructor
Monipur High School
Mirpur, Dhaka
20 April 2004

The Manager
Olympic Sports Vision
Bangabandhu Avenue Dhaka

Dear Sir,

I like to inform you that the sports -goods sent by you to our school as per order of April 10, 2004, are not upto the standard. The cricket bats are of inferior quality and some footballs are found damaged. These items are therefore returned to you. Please replace these sports-goods at an early date.

Thanking you,

Yours sincerely

.....

Azim

Exercise

Write the following letters concerning business transaction:

01. to a dealer to supply some electronic goods.
02. to the Manager of a TV-shop for a TV-set for your office.
03. to a dealer of watch requesting him to send the latest-catalogue of watches.
04. to a stationary shop ordering some stationary goods for a school.
05. to a sales representative thanking him for his efficient service.
06. to a book-seller thanking him for his timely sending books that you ordered
07. to a book shop for replacement of a book which is missing some pages.
08. to a stationery shop canceling an order which was placed before.
09. to a paper-store for supplying some bundles of paper.
10. to a store of sports-goods for some sports-articles.

Lesson-5

Specimen Letters of Complaint

- 1. Write a letter to the railway authorities complaining against late running of trains.**

18 Station Road
Mymensingh
24 July 2004

The Chief Controller
Bangladesh Railway Department
Kamalapur, Dhaka.

Subject: Prayer for regular service of trains.

Sir,

It is regretted to note that the late running of trains on the Dhaka-Mymensingh route has become a regular feature nowadays. Thousands of passengers including students and office-goers, businessmen and sick persons are all put to a great deal of inconveniences. They have to be punctual to their respective destinations, but unfortunately they are always late, sometimes even by hours. As a result, the students miss their classes, office-goers are late marked and patients suffer. An aspiring candidate loses chance to secure a job if he fails to attend the interview in time. Thus we can notice a lot of problems created by the late running of trains on the Dhaka-Mymensingh route.

We would, therefore, request you to take suitable measures for normal service of trains on the route mentioned above in order to put an end to the sufferings of the daily passengers.

Yours faithfully

M. A. Awal

2. Write a letter of complaint about insanitary condition in your locality.

50 Shahjahanpur
Dhaka
17 July 2004

The Mayor
Dhaka City Corporation
Dhaka- 1000

Subject : Insanitary condition at Shahjahanpur.

Sir,

I, on behalf of the people of Shahajahanpur, have the honour to inform you that we have many problems of insanitation in our locality. People do not have any definite site for throwing wastes. So the wastes are thrown on the public roads. The wastes stink is causing serious health hazards. The slum-dwellers do not care for sanitation. They defecate and urinate here and there. Recently the condition of this area has become worse.

In these circumstances, we hope that you would take all necessary steps to improve the sanitary condition of this area and alleviate our daily sufferings.

Yours faithfully

Qamrul Hasan

3. Write a letter to the Postal authorities complaining against irregular postal services in your locality.

Niguari
Mymensingh
29 July 2004

The Superintendent of Post Offices
Bangladesh, Dhaka

Subject: Irregular postal services in our locality.

Sir,

I, on behalf of the people under Niguari Bazar post office, have the honour to lay before you the following fact for your kind information and necessary action.

There is an important branch post office in Niguari Bazar under P.S. Gafargaon in Mymensingh district. This is a developed area. Many people of this area work abroad and in different parts of the country. It is a matter of regret that their posted letters and remittances, are not delivered in time and properly. The postman delivers the posted articles on the market day to the shopkeepers. Sometimes they are delivered to the children playing in the field. So they do not reach the real addresses. The money orders are not delivered duly and in time. It is reported that many letters are often missing. It is really a matter of distrust and bad name of your department.

In the above circumstances, we hope that you would kindly look into the matter and take necessary steps to ensure regular and proper postal services in this locality and thus remove our grievances.

Yours faithfully

.....

Asharf

4. Write a letter to the editor of a newspaper/journal complaining of high prices of books.

Johnson Road

Dhaka - 1000

15 July 2004

The Editor

The Bangladesh Times

Dhaka

Sir,

Would you kindly publish the following few lines in the columns of your esteemed journal.

Prices of Books

The prices of books have gone up during the last few years. Nowadays books are sold at very high prices in the market. Many textbooks for the ssc classes are sold at about Taka 100 each. Even a small book of poems or stories costs around Taka 40. These prices are beyond the means of most students and common readers. As a result, people are deprived of the opportunity to read

good books. This is doing a great harm to the country and the nation.

Something must be done about this. The Government should give every possible help, including supply of paper at subsidized rates, to our publication industry. People should be encouraged to buy more books, and the publishers should try to keep down the prices as much as possible.

It is high time some steps were taken to save the country from a book famine.

Yours
faithfully

Tareq

Exercise

1. Write a letter of complaint to the suitable authorities against the problem of antisocial activities in your locality.
2. Write a letter of complaint about the non-delivery of a money order by a post office.
3. Write a letter of complaint against the reckless driving of minibuses in the city.
4. Write a letter to the editor of a newspaper for publishing a complaint about ever increasing volume of textbooks for the students of secondary education.
5. Write a letter of complaint about the misbehaviour of the helpers of buses with the passengers.
6. Write a letter of complaint against the doctors of a hospital about their irregular visits to the patients.
7. Write a letter to a railway station master complaining about the untidy conditions of the waiting room in his railway station.

Lesson-6

Some common Errors in Letter writing:

Incorrect	Correct
1. Dear sir	Dear Sir
2. Dear Sir (addressed to a firm)'	Dear Sirs
3. Dear madam	Dear Madam
4. Dear gentleman	Gentleman
5. Your letter is to my hand	Your letter is to hand
6. I have received your letter yesterday	I received your letter yesterday
7. I have received yours	I have received your letter
8. Please write me how are you	Please write to me how you are
9. Your's faithfully	Yours faithfully
10. Your truly/affectionately	Yours truly/affectionately
11. Yours affectionate father/mother	Your affectionate father/mother
12. Mr. Nizamul Haq Esqr:	Mr. Nizamul Haq or Nizamul Haq, Esqr.
13. Sadrul Amin, D. Sc., Esqr.	Sadrul Amin, Esqr., D. Sc.
14. Messrs Dhaka Book Corner	Dhaka Book Corner

Lesson-7

E-mail

E-mail is a wonderful invention. It plays a very important role in this modern world of business. This is a scientific way of sending messages, data and pieces of information to others very easily within a few seconds by means of computers connected together in a network. In other words, e-mail is an electronic mail or electronic communication system.

Communication through e-mail can be done between two persons or two offices or two organisations at home and abroad. Through e-mail any message or document can easily be sent from one corner of the world to another. To operate an e-mail system, we have the need of two sets of computer - one to be used by the sender and the other by the receiver. E-mail functions instantly with the help of a computer-set which is connected in a network.

When we write a letter, we use a particular format. Similarly, we have to follow a format when we use e-mail. **Generally, the following format is used in sending a message or document to someone by using an e-mail address:**

From : (Sender's name and his/her e-mail address)
To : (Receiver's name and his/her e-mail address)
Sent : 'Day, date "and time of sending the message)
Subject : (To mention the subject of the message in short)

Dear Masud (Salutation to the receiver)

.....
.....
.....
.....
.....
.....

Mahfuz (Name of the sender)

Specimens of E-mail

- 1. Suppose, one of your friends borrowed a book from you. Send a message to him through e-mail to return your book.**

From : "Jubair" <jubair@agnicom>
To : <jamil@proshika.com>
Sent : Thursday, February 24, 2005; 3:00 pm
Subject : Request to return a book

Dear Jamil

It's a pretty long time you borrowed a book entitled "A Book of English Grammar and Composition" from me, but you have not yet returned it to me. Perhaps you have forgot to return it. However, in the next month, I'll have to sit for the annual examination. So I am badly in need of the book. Please return it without delay.

Thanking you,

Jubair

- 2. Suppose, your examination is near, but your preparation on Bangla is not good. Request your friend through e-mail to help you by sending a suggestion on this subject.**

From : "Shamim" <shamim@hotmail.com>
To : <shahab@bol-online.com>
Sent : Friday, February 25, 2005; 5:00 pm
Subject : Request" for a suggestion

Dear Shahab

You know our test examination will be held in the next month. -Being a student of science group, I have paid a very little attention to Bangla. I am lagging behind in this subject. So I am urgently in need of a suggestion on the said subject from you. It will be a matter of high appreciation if you send me it by using my e-mail address.

Thanks,
Shamim

Exercise

1. Inform your father through e-mail how you have done in the last examination.
2. Inform your mother through e-mail how you physically feel after recovery from an ailment.
3. Send a letter of advice to your younger brother by using his e-mail address to be regular in his studies.
4. Send a message to your friend by using e-mail about what lessons were taught in the class yesterday.
5. Your brother passed the SSC Examination with a brilliant result. Send him congratulations by using e-mail.
6. Suppose, the marriage ceremony of your elder sister is going to be held next week. Invite your friend by using e-mail to attend the ceremony.


Lesson- 8

Filling in forms

- 01. Suppose, Muhit is your friend. He wants to open an account with a bank, and he is given an application form to fill in for this purpose. The following is the application form. Fill it in for Muhit.**

Application form for Account	
	A/C. No. (bank will use)
1. Name :
2. Address (Residential):
3. Address for correspondence:
4. Phone: Home..... Office :
5. Nationality:
6. Date of birth:
7. Occupation:
8. Type of account: Savings/Current:
Signature.....	

The form shown above is filled in :

Application form for Account	
	A/C No. (bank will use)
1. Name: MUHIT	
2. Address (Residential): 81, Sabuzbagh, Dhaka	
3. Address for correspondence: ditto.	
4. Phone: Home- 8877661 Office- not applicable	
5. Nationality: Bangladeshi	
6. Date of birth: 01/01/1992	
7. Occupation: Studentship	
8. Type of account: Savings/Current: Savings account	
Signature..... 	

2. Suppose, your friend wants to get admitted to class nine in your school on transfer. The following is an admission form. Fill it in for him.

01. Name:
02. Father's Name: :
03. Mother's Name:
04. Address:
05. Date of birth:
06. Age:
07. Sex: ,.....
08. Nationality:
09. Religion: ,.....
10. Result in the last examination (Grade): Year.....
11. Last school attended:
12. Seeking admission to class Year
Signature.....

The form shown above is filled in:

1. Name : Monir
2. Father's Name : Habib
3. Mother's Name : Halima
4. Address : 10 Malibagh, Dhaka
5. Date of birth : 01-01-1993
6. Age : 12 years
7. Sex : Male
8. Nationality : Bangladeshi
9. Religion : Islam
10. Result in the last examination (Grade): A+ Year: 2004
11. Last school attended: Dhanmondi Govt. Boys' High School, Dhaka
12. Seeking admission to class: 9, Year: 2005

Signature 

Exercise

- 01. Suppose, you want to be a member of a club in your school. Fill in the following form to give your personal information.**

Personal Information

1. Name:
2. Date of birth :
3. Address:.....
4. Colour of eyes:
5. Colour of hair:
6. School:
7. Class: Roll No.

8. Class teacher:
9. Games I play:
10. My hobbies:
11. My favourite subjects:
12. My favourite books:
13. My favourite items of food:

Signature

02. Fill in the following form for yourself to give it to your pen friend.

1. Name:
2. Date of Birth:
3. Colour of eyes:
4. Colour of hair:
5. Name of school:
6. Class:
7. Uniform:
8. Favourite subjects:
9. Hobbies:
10. Interests:

Signature

UNIT FOUR

Writing short compositions

Lesson - 1

Introduction

Writing a short composition is a kind of art. It is not an easy art. This type of composition is generally written on a particular topic. It may also be called a short essay. However, writing a good composition is difficult. It needs a good command of the language. It also needs knowledge of the given topic/subject and power to organize thoughts and ideas in a systematic order. It consists of several paragraphs which have a close link and relation with one another.

This type of short composition has three constituent parts -- (I) Introduction (II) Description and (III) Conclusion. (I) The introduction serves as the opening part of the composition. It is the first paragraph of the composition. By the use of the introduction, the reader is made attracted to the topic/subject of the composition. It is a form of briefing on the subject to be described or illustrated in the composition. (II) The description is the middle part of the composition. It is constituted by one or more than one paragraph. In this part of the composition, thoughts, ideas and different points are presented coherently with logical support. (III) The conclusion is the last part of a composition; it is the ending of the composition. In it, the writer's summing up of the composition is presented. The conclusion gives the final statement of the writer on the topic given for composition. The writer here gives his final opinion about the subject of the composition. His suggestion, if any, or comment on the subject is given in the conclusion.

The type of composition we have to deal with in this unit is short composition which is of various classes -narrative, descriptive, argumentative etc. In a narrative composition, some events or incidents are narrated in the order they have taken place. In a descriptive composition, actually someone or something is described as actually it is. And in an argumentative composition, the writer tries to establish his/her own view point by putting his/her arguments for or against something.

Lesson - 2

Writing short compositions by using outlines/hints

1. Eid festivals

Outlines: Introduction - Eid Festivals for Muslims-1st Shawal & 10th Zilhajj

Celebration of Eid-ul-Fitr - after Ramadhan, month of self-sacrifice and devotion - joy knows no bound-every Muslim rises early in the morning -takes preparation for prayer-goes to Eidgah-performs prayers-returns home-various items 'of delicious food -day of joy and merriment.

Celebration of Eid-ul-Azha-10th of Zilhajj, remember the sacrifice of Ibrahim (Asm)-performing the prayer-return to houses-sacrifice cows, goats or other animals meat is distributed. .

Conclusion- Eids teach self-sacrifice, unity and fraternity -observed with eagerness and pomp..

Eid is a festival of the Muslims. It occurs twice a year. One occurs after the month of Ramadhan and the other on the 10th day of Jil-Hajj. The former is called Eid-ul-Fitr and the latter is called Eid-ul-Azha.

Ramadhan is the 9th month of the Islamic year. The Muslims keep fast throughout the month. When Ramadhan is over, their joy knows no bounds. Every Muslim distributes some part of his income as Fitrash among the poor and the helpless.

In the morning of the 1st day of Shawal, every Muslim, young and old, rich and poor take their bath. They dress themselves in their finest clothes and go to the Maidan called Eidgah to offer their prayers in Jamat. When the prayer is over, the Imam reads Khutba' and delivers a short lecture. At the end of the lecture they all embrace one another and forget all ill feelings and enmities. They return to their respective houses and eat special meals prepared for the day. The whole day is passed with great joy and merriment.

During the occasion of Eid-ul-Azha, the Muslims commemorate the sacrifice of Ibrahim (Asm), the prophet. He was about to sacrifice his dearest son Ismail in the name of Almighty Allah. Since that day the Muslims observe this festival in the same way as Eid-ul-Azha.

In the morning of the 10th day on Jil-Hajj, all the Muslims gather together at the Maidan and say their prayers in Jamat. When the prayer is over, they embrace one another and return to their houses. They then sacrifice cows, goats or other animals in the name of Allah, They distribute some portion of the flesh of the animal among their friends, relatives and the poor neighbours. With the rest, they hold a great feast to entertain guests, friends and relatives.

These two Eid festivals teach us to practise self-sacrifice, unity and fraternity. Thus we should observe these festivals with eagerness and pomp.

2. Road accidents

Outlines: *Introduction: Daily occurrences-modern city life-death-condition, a hundred years ago-invention of automobiles-swifter movement of people -mechanized world.*

Causes: Men-mechanized means of transport -roads narrow and in adequatetraffic not controlled and regulated -pedestrians and drivers of automobiles-manually driven vehicles and automobiles.

Remedies: Steps to control increasing volume of traffic-construction of new roads-traffic signals publicity media-punishment for violation of traffic rules-roles of city administrators, pedestrians, drivers.

Conclusion: Tragic effects of accidents on families. Frequency in Bangladesh Immediate steps to be taken.

Road accidents are daily occurrences in modern city life.. Every year thousands of people die and many more are injured in road accidents. Before the invention of automobiles, people moved from one place to another slowly but safely.

The real causes of road accidents lie with the people and not with the mechanized means of transport. In some cities, the roads are too narrow and inadequate. These can hardly cope with the ever-increasing volume of traffic. Besides, the traffic is not controlled and regulated properly. The pedestrians and the people who drive the automobiles very often violate traffic rules. As a result accidents take place. The situation becomes worse when the slow-moving rickshaws and carts tussle with cars, buses and trucks.

To make the roads safe, steps should be taken to control the increasing volume of traffic. New roads should be constructed, and traffic signals should be set up at the key points. Through radio, television, news paper and posters, people should be made aware of the traffic rules. Heavy penalty should be imposed on those who violate the rules. If the city administrations work well, the number of road accidents is sure to come down.

Road accidents have become a great menace in our society. They have increased in number considerably in recent years. Many families have been ruined because of road accidents. Immediate steps should be taken to stop this danger. Government agencies should work together with the public for a solution to this problem.

3. Your experience of visiting a flood-affected area

Outlines: Introduction: flood-occurs in devastating raining season.

Experience: my visit to a flood affected area-relief camp-people took shelter in the camp and in other places-want of food, water, medicine-so many problems unlimited sufferings.

Conclusion: a painful experience.

Bangladesh is a land of rains and rivers. So flood is a regular calamity in the rainy season. It occurs almost every year in many parts of the country. In some years it becomes terribly devastating.

A few years ago almost the whole of Bangladesh was inundated under flood water. It was then a matter of terrible experience.

All the families of the locality were affected by flood. A relief camp was opened in the local high school. About two thousand villagers took shelter in it. So it was over crowded. There was an acute scarcity of drinking water. I found many children crying for food. Some women were weeping and wiping their tears with their skirts. They were all waiting for relief goods.

Then I went round the village by a motor-driven boat. I found many families who had taken shelters on their house-roofs their domestic animals were also with them. There was only water and water around, I talked to them. Many of them shed tears while talking to me. I carried some dry food and rice With me. I distributed those among the needy people. They felt very happy. I was surprised to see how both domestic animals and the members of some families living in the same room. Their miseries knew no bounds.

In the evening, I returned to my own house. The houses were not under flood water but the yard was submerged. I found my mother praying with tears in eyes. I can't still forget the horrible sight of that cataclysmic flood. May Allah save our people from such a flood.

04. Your visit to a zoo

Outlines: *Introduction: visit to a zoo interesting and pleasant -a visit to the zoo at Mirpur Dhaka*

Description: *bought tickets-went round different enclosures -saw different animals of different natures -monkeys, elephants, tigers, snakes, jackals, foxes, cats birds of different kinds etc.*

Conclusion: *left the zoo with new experience -every student should visit.*

A visit to a new place is always interesting. It gives an opportunity to acquire practical knowledge and experience. A visit to a zoo is both interesting and pleasant. I had a visit to the zoo at Mirpur in Dhaka last week. I went there with my father.

It was a weekly holiday when we visited the zoo. We reached the gate of the zoo at 9 a.m. and bought two tickets for entry. Then entering through the first gate we began to go round the different enclosures. Father took a guide map and accordingly visited all animals and birds. I had a very wonderful experience. I was surprised to see the tigers and the lions. They were looking at the visitors. They appeared to be curious about men and children.

Then I went to the enclosures of monkeys, elephants and snakes. I saw from a very close range the pythons and some enormous snakes of different varieties. Then I went to see the hippopotamus. There were so many visitors like us. The zoo is a vast area. So we felt tired. My father asked me to have some rest and drink.

We sat at a food stall and had some snack with cold drink. Then we visited the enclosure and some other animals like wild cats, jackals, foxes etc. Last we visited the birds of different varieties. I became most surprised to see two parrots imitating human voice. They uttered "good morning, thank you". As many times as I said "thank you" they repeated the same very sweetly. I saw some other known and unknown birds.

I left the zoo with my father at 2 p.m. with a lot of experience and enlightened vision of various animals in this wonderful world. Every student should visit the zoo for practical experience about the variety of animals.

05. The problems of your city

Outlines: *Introduction: I live in Dhaka -a lot of problems-most of them are man-made. Different problems: load-shading, mosquito menace, shortage of water, traffic jams, digging roads, insufficient gas supply, mugging, faulty drainage system, water logging, uncomfortable movement on roads etc.*

Conclusion: problems should be removed for comfortable life.

I live in Dhaka city. This city is beset with a lot of problems. Almost all the problems are man-made. The problems in the city are causing a great inconvenience to our life.

Failure of electricity is a regular problem in our city life. Load shedding causes a great suffering. Mosquito menace, shortage of water supply, regular traffic jams and digging roads are also very common problems. In some areas, supply of gas also becomes inadequate. Mugging is another problem that makes our life insecure.

Dhaka is an over-populated city. This over-population creates other problems like environmental pollution & want of accommodation. Water pollution and mostly air pollution make our life uncomfortable. Sound pollution is also a great problem in our city life. Constant noise is causing health hazards like that of polluted water and air.

As a result, rain waters cannot be removed rapidly. If there is a heavy rainfall, waterlogging occurs causing a great inconvenience to public life. Many points of the roads, foot paths are illegally occupied by vendors, shopkeepers, hawkers etc. These are common problems. Other problems are: our life is insecure, the roads are not in good condition, daily necessities are expensive and house rent is very high.

In the developed countries, city life is very disciplined and more comfortable than ours in many respects. As people are fond of city life, our problems should be solved to make our life easy and worth-living. We all have to be aware about this.

06. A journey by bus

Outlines: *Introduction: made. a quick and comfortable journey -memorable.*

Time and occasion: One spring season for joining a celebration of " Akikah" - road was good started late -stopped at many places -saw natural sceneries, houses etc.

Experience: mixture of pleasure and not pleasure -arrived with a peculiar experience

Conclusion: safe journey -memorable.

A bus is a modern and motorized transport. A journey by bus is quick and comfortable. It is interesting too. It is very common, easy and popular. Nowadays, every man can have the experience of a journey by bus. I had a journey by bus many times. I never forget the best of them.

It was one spring. I was with my father. We were going to Rajshahi from Pabna. I was then a student of class V. My brother-in-law and my sister were working there in government offices.

First we went to Pabna town by train and then got on a bus which was bound for Rajshahi. The road was not good. But the journey was interesting for me. It was my first journey by bus. The bus started late. It was over-crowded. We were sitting in the middle. My seat was beside a window. The bus could not run fast as the road was not good. There was jerking almost all the way. It was a local bus. So it stopped at many places. I could look outside and see the natural sceneries, houses and people in the fields. I could see rivers and canals and the green beauties of the villages. I felt very happy.

I could not tolerate the gas or the engine. Though I was happy, I felt a bit sick. At one stage, I was vomiting. Suddenly the bus stopped. We were asked to get down because the bridge ahead was partly broken. However, when it was about dusk we crossed the bridge and again started for our destination.

After about thirty minutes, the bus stopped at a bus stand. The conductor said that it was Rajshahi bus station. The passengers got down. I found my brother-in-law standing under a tree. He came forward to receive us. We got down and went to his residence.

Thus the journey came to an end. The time is gone. But the memory is still fresh. We all wish interesting and safe bus journey.

07. A journey by train

Outlines: *Introduction: -a train journey -fast, interesting and comfortable.*

Time -Occasion, Dhaka-sylhet, from Dhaka, Railway station -by Parabat Express different experience on the way -seeing natural beauties.

Conclusion: Reached destination -pleasure and enjoyment -memorable.

A train is a quick and mechanized means of modern transport. So a journey by train is always fast. But it is interesting and comfortable as well. A journey by train is nowadays popular and less expensive. ,

I was expecting a long journey by train. The chance came in the last autumn. It was a very happy occasion of uncle's wedding ceremony. The function was held in Sylhet town. So we had to go from Dhaka to Sylhet, and it was really a long journey.

We reached Dhaka Railway Station at Kamalpur at 6:40 a. m. Our train was the Parabot Express. It was due to leave at 7 :00 a. m. We were a group of 20 people. All got on the train in time. We all had our seats reserved in the same compartment. I heard an announcement. Only three minutes later the guard blew the whistle and waved the green flag. The train started on time with a long whistle. The speed rose gradually.

The train left behind stations after stations. It passed over many fields, rivers and canals. I was always gazing outside at the natural beauties. It seemed that the trees and the houses near the railway tracks were running back. But the things at a distance appeared to be running forward with us. When we were near Sylhet, it passed through some tea gardens. I found some women picking tea leaves. I was charmed with all these beauties. But I was impressed most with the waving sight on the surface of green corn fields and the beauty of the tea gardens. All these gave me a wonderful experience.

The train reached Sylhet at 8 p.m. We were received at the station by the host party. Thus the journey ended with pleasure and enjoyment. It is still fresh in my memory.

08. International mother language day

Outlines: *Introduction - a memorable day-21 February.*

Background: Pakistani rule- 21 February 1952 -in 2000 recognised by UNO as an International Language.

How observed: on 21 February observed as a memorable day all over the world. In Bangladesh, Probhat Ferry, walking bare footed -flowers and wreaths at the foot of Shahid Minar -special programmes by TV and Radio.

Significance of the Day. Mother language day, a spirit of liberation-world knows Bangla a sweet language.

Conclusion: to try for the development of the language.

In the history of mankind people around the world have many days to remember. International mother language day is one of the memorable days. Every independent nation observes the day in memory of the language martyrs and speaks in praise of the mother tongue. 21 February of every year is regarded as the international mother language day.

On 21 February 1952, during the time of Pakistani rule some valiant sons of our country laid down their lives for our mother tongue, Bangla. Since then, the day had been observed as our Shaheed Day commemorating the sacrifice of the language martyrs. But since 2000, this day has been recognized by the UNO as the International Mother Language day.

21 February is now observed all over the world as a red letter day. In our country it is observed as a national mourning day. The National Flag is hoisted half mast to mark the day. People of all classes bring out a procession called "Probhat Ferry". Everybody in the procession, walks bare-footed and sings the sad song. -" Amar bhaer rakte rangano..... Amiki. bhulite pari." Flowers and wreaths are placed at the foot of the Shahid Minar to pay homage to the martyrs. Discussions, seminars and cultural shows are organized throughout the country. Our newspapers bring out special features. The TV & Radio put up special programmes highlighting the significance of the day.

This day is of great significance. We have achieved Bangla as our mother tongue. The Language Movement gave us the spirit of liberation and we became independent in 1971. Today we are free and we have our own culture and heritage. This day has given us honour and fame. The world today recognizes that Bangla is an important language.

We should try for the development of this language. We hope that in near future Bangla, like English, will be used as a medium of speech in different international forums.

09. Your first day at school

Hints: Introduction -how felt at first -behaviour of the classmates -your feeling about the teachers -conclusion.

Many years have passed since I was admitted to a school. Still the memory of the first day is quite fresh in my mind. It is Motijheel Ideal School to which I was admitted.

My father took me to the Headmaster who directed me to my class. It was class - IV to which I was admitted the previous day. There were forty boys in all. Most of them were, about of my age. School had not begun yet. So the room was noisy. No sooner had I taken my seat than a number of boys gathered around me. They were making enquiries about me. I was a little bit nervous at first. Gradually I began to feel quite at ease. One of them liked me to sit beside him. Later we became fast friend, and this friendship has lasted up to this day of our school life.

Soon after the bell rang and a teacher entered the class. We all stood up and saluted him. He accepted the salute with a sweet smile and told us to sit down. As his eyes fell on me, he came to me and asked my name. By his gentle tone I felt at ease and answered his questions freely and modestly. He then took up the day's lesson. He taught us English. His good methodical teaching impressed me. There were some other teachers who also took their classes impressively.

During their leisure period I saw all students going to the mosque which is adjacent to the school building. I also went with them and said my prayers. After the performance of our prayers we took our tiffin.

There were two periods of class work after that. My experience during this time was almost the same as during the early hours.

I think I was able to win the love of my teachers and classmates. When the classes came to an end, I returned home. I expressed my feelings and experience to my parents. The discipline of the school impressed me most.

10. Your last day at school

Hints: Introduction -scene in the hall room of the school -my feeling - conclusion.

I cannot forget my last day at school. When I remember the day my mind is filled with sweet and sad feelings at the same time. I had been a student of this school for seven years. So it had been the spring of my early dreams. I felt an unbreakable tie between the school and me. When I think of the last day at the school, I feel I am at a loss how to express myself properly.

It is just one month ago that our Headmaster called us to take our admit cards from his office. Accordingly we went there at 1:00 p.m. All the examinees, the students of other classes and all the teachers assembled in the hall room. Soon after our Assistant Headmaster took up the admit cards from the table and handed them to the examinees.

Then the Headmaster gave us his blessings in a voice burdened with emotion. He advised us not to get nervous that we should carefully revise our answers and see whether the roll number is put correctly. He emphatically advised us not to take any sort of unfair means. However, all the teachers showered their blessings on us.

Then the turn of the captain of our class came to express our feeling of gratefulness to our teachers. We then went to all the teachers individually to touch their feet in high respect. .

The memory of that still cheers and inspires me to prove worthy of the love and trust of my teachers.

11. The summer vacation you enjoyed

Outlines: *Introduction-a long vacation-along rest-purpose-rest and recreation.*

Fascination for students-mangoes, litchis, jackfruits pleasure-Devoted to studies along with recreational activities-Campaign against illiteracy-helped parents in their daily activities.

Conclusion: made the vacation a source of pleasure and knowledge.

To me as to all students nothing is more welcome than a long vacation, such as a summer vacation. It provides the longest rest from the tedious routine of daily life. Indeed, it is the purpose of a long vacation to give rest and recreation to our body and mind.

The students have a particular fascination for summer vacation. In the summer, mangoes and jack fruits ripen. So I spent the first few_ days of the last summer vacation by visiting some very near relations and indulging in eating mangoes, blackberries and jack fruits. In my maternal uncle's house my aunt selected the best mangoes for me. She found a great delight in feeding me with milk and mango-juice. But I am not so silly as to pass the vacation in a prolific way. I combined pleasure with profit and recreation with instruction.

So after the round of visits I devoted myself to studies. I made a plan to revise all the lessons during the vacation. I made it successful. I read in the morning and evening, and worked out sums at noon regularly.

My friends and I organised a campaign against illiteracy for two weeks. We set up night schools where we taught adults the three R's and gave them ideas on the comparative study of agriculture in different countries. Moreover, sometimes, I went to help my parents in their daily activities.

Thus I turned the summer vacation to good account by pursuit of pleasure and knowledge. The vacation became profitable to me in many respects.

Exercise

Write short compositions on the following topics by using the outlines/hints given with each of them:

01. Independence

***Hints:** Independence is necessary for all human beings -it gives scope for their development-the evil effects of losing independence-people struggle for their independence: sometimes fight liberation wars-the days of imperialism are ending-all nations should be free to make the world happy and peaceful.*

2. Female education in Bangladesh

Outlines: Half of the population is female. Most of our people are illiterate. Women are more backward-It is a great disadvantage. The nation cannot progress without educated mothers- Family is the primary training ground of human beings and mother is at the centre-Male domination of the society, religious prejudices etc. hinder female education Women should be made free. They should have equal opportunities of education. More schools and colleges for girls.

Spread of literacy and education among both male and female can ensure the progress of our country.

3. Frustration among the youth today

Outlines: Frustration is very common among the young people today.

Reasons: lack of proper family care -lack of educational facilities -lack of many amenities of life -social injustice -most important of all: lack of proper job opportunities. Huge number of unemployed youth. Evil effects: delinquency -anti-social activities -drug addiction.

Reasons for frustration should be removed.

Young people should be provided with opportunities for their mental and physical developments and a purpose of life.

4. Plantation of trees

Outlines: Trees are very necessary for human life -supply food -clothing - building materials -oxygen to air needed for human beings.

Fruits, leaves, flowers, wood -all of great value.

We should plant trees and look after them -seedlings -proper time of planting trees -preparation of soil - use of fertilizers -watering -protection from danger in early stages. The country as well as the world in general has been threatened with deforestation -we must plant more trees than we cut down - grave danger to our existence if we are careless. An elaborate plan for plantation of trees is a must for us -the govt. as well as individuals should get down to business.

5. Stamp Collection

Outlines: Stamp collection is a great hobby -possibly the most popular and well-known of all hobbies.

Collecting stamps of different countries and different times -stamps of remote regions and of special occasions -rare stamps -getting them from letters received by one or from shops or through exchange.

Preserving them in a suitable way -albums -countries arranged alphabetically or according to their geographical location -not to get the stamps torn or soiled.

Not only collecting but knowing about the stamps: the background of place and time -we can know a lot about the geography, history, social life, customs, vegetable and animal life, trade, industry, arts and culture of the country from which the stamp comes. Can be a lifelong pre-occupation -source of pleasure. knowledge and also profit.

A stamp may sell at a great value at times. Helps contact and friendship among people -altogether a great subsidiary occupation of life.

6. Life of a hawker

Outlines: A hawker is a petty businessman. He has no regular shop -carries everything with him moves from place to place.

A very small capital -brings a small quantity of things -sells and gets a fresh supply.

Often changes the commodities he sells according to demand.

Shouts in a peculiar way or rings a bell or musical instrument to attract customers -uses own language -often witty -sometimes is dressed up in a peculiar way.

.A hawker is often very poor -lives hand to mouth -lack of security -misery, illness, accidents. The society should do something for the hawkers.

7. Crows

Hints: Common birds found almost everywhere-Variety kinds of crows -the raven, the rook, the jackdaw-of medium size, black in colour, long beak. strong wings, crooked legs and ugly claws -harsh and loud voice cawing noisily most of the time, especially at dawn very clever and cunning -expert in stealing foodstuff -quick at carrying off waste food as soon as thrown out-clear away a lot of rubbish and rotten food -are therefore called 'Nature's scavengers'

8. Weekly holidays

Outlines: Means of rest and relaxation, away from work.

To be enjoyed according to one's wishes -recreational activities like going to the zoo or the botanical garden or the national park with friends and relatives -one can also do a bit of shopping in the morning and go to the theatre or the cinema in the evening.

In times of examinations students may not spend a weekly holiday in merry-making -they may be busy preparing for the examination.

Working all the time destroys ability to work -occasional holidays ensure efficiency, joy of working joy of life.

9 Study tours

Outlines: A vital part of education.

Provide first-hand knowledge of different countries and nations -supplement knowledge of distant places received from books -remove many misconceptions.

Study tours turn knowledge into experience -widen the horizon of our mind and broaden our sympathies and fellow-feelings -promote international brotherhood and contribute to the welfare of humanity-should be encouraged and supported by our educational authorities and policy-makers.

10. Roadside trees

Outlines: Beautiful and useful at the same time -care and protection necessary at early stage -once grown live for years-Provide pleasant shade and greenery for the travellers -have a cooling effect upon the air and attract rain-We should plant and preserve roadside trees -observance of tree plantation month every year -treeless roads are bare and painful to the eyes. .

11. The rainy season

Outlines: Introduction. One of the six seasons -duration.

Situation: Wind blows from south-west -sky covered with clouds -rivers, canals filled and overflow. Disadvantages: Conditions of roads and streets -many other problems-sufferings of the poor- prices of things.

Conclusion.' Useful to us-paddy and jute grow.

12. Flood control measures

Outlines: Floods are a great disaster to many countries. Causes of floods: heavy rainfall at a time --water coming down from the mountains --continuous silting raising the river-beds. Difficulties of adopting measures for flood control --changeable courses of rivers --digging of canals and dredging of rivers --construction of dams and barrages;

Long-term plan for flood-control: careful survey of rivers by experts -- participation of experts from neighbouring countries.

Implementation of these suggestions by the government --participation of the people -constant watchfulness and supervision required for introducing modification and improvement of flood-control measures. Many countries of the world have brought floods under control.

13. Mass media

Outlines: Radio, television, newspapers, journals, leaflets, posters, etc. are known as mass media-these play an important role in national life-also helpful in communicating message to the overseas countries-These can educate the people, help justice, fair play peace and progress. Can fight out corruption and crime-Can mould public opinion Misuse of mass media-Mass media should be free from government control, narrow political and private influences-Free and responsible mass media help healthy growth of a society.

14. The institution you read in

Hints: Introduction -description of your school -the teaching staff and the students -the library -debating society -sports -conclusion. .

15. Life in a hostel

Hints: Introduction -advantage of living in a hostel -opportunities for developing body and mind -cooperative living -close friendship -disadvantages -conclusion.

16. The prize -giving day at your school

Hints: Introduction -descriptions and the building -the proceedings -drama and cultural show -the visitors and the guests -distribution of prizes -speech of the Chief Guest -Headmaster's speech. .

17. Shopping in a busy street

Hints: Introduction -the shops -the buyers -crowded -hawkers on the footpath -congestion -window shopping -prospective buyers -attitudes of different buyers and shopkeepers-conclusion.

18. A football match you witnessed

Hints: Introduction: our school played against Comilla Sporting Club-a memorable event. Description: we won the toss-the opponent was strong-we lead excellent players-how the game went on -we won by two goals to nil

Conclusion: an exciting football match -brought inspiration and encouragement -unforgettable.

19. Observance of the 21st February

Outlines: An important day in our national life-Background of this day-Observed with great respect and enthusiasm-Barefoot processions in the morning-Banners and posters. Songs-Laying of wreath at Shahid Minar-Meetings, discussions. Publication of books and pamphlets- Special issues of newspapers and journals and special radio and T. V. programs-Fairs and exhibitions at some places-The day reminds us of our cultural heritage and our national identity.

Lesson -3

Model Short Compositions

1. Some sweet recollections of your childhood

About fourteen years have passed since I was born in a village in the district of Bogra. To recollect this happy past either in a 'pensive or vacant mood' is indeed a pleasant task. But within the short time at my disposal, it is not possible to describe the sweet recollections of my childhood that float before my mind's eye.

What happened during the first years of my life is too vague to come to my mind. In the fifth year of my life, my Aqiqa ceremony took place. On that occasion a good number of women visited our house. They found a great delight in staring at me.

In the sixth year of my life, I was sent to the village primary school. The pandit Shaheb whom I still remember with reverence was tall, lean and thin. He was bare-bodied. He had a pair of spectacles on his mid-nose and a pretty long cane. Soon I had a number of good friends. We remember one another even to this day. I finished my primary education in the tenth year of my life. I was then taken to the local high school where the petal of my mind began to expand. Another important event was the wedding ceremony of my' elder sister when the house was very tastefully decorated. A good number of guests were invited and a grand feast was given to them.

Such were the joys of my childhood. But alas! Those days are gone for ever, never to come back.

2. The sports day of our school

The annual sports of our school came off yesterday. It was a very pleasant occasion. We spent almost the whole day in joy and pleasure. It is a memorable event to me.

The field of the school was colourfully decorated with so many flags and festoons. The Director General of Secondary and Higher, Education was the chief guest. The Headmaster presided over the function. The chief guest was received with a guard of honour. The opening session began at 9 a.m., The National Anthem was sung while the chief guest was hoisting the National Flag. The Headmaster hoisted the sports flag and made a welcome address. Then the chief guest inaugurated the function. A young athlete encircled the running tracks with a flaming torch in hand.

Then the main sports events began. There were twenty events. About one hundred boys were participants. I was one of them. The cock fight, musical chair and dress as you like were the most interesting events. The games continued upto 3 p.m. with a break of 40 minutes. Then the turn of prize-giving came. Many distinguished guests were present. The chief guest made a short speech. He encouraged us and spoke about the importance of games and sports in our life. He said that games and sports infuse in us the spirit of competition in all the spheres of life. They teach us sense of discipline and patience as well. Then the winner shook hands with him and received the prizes with greetings. The quality of the prizes were up to satisfaction. They were expensive too. The champion prize was the most beautiful one.

At last the president made his concluding speech and the function came to an end. We returned home in the evening.

3. Rural development

Rural development means the development of the villages. Bangladesh is a land of villages. So prosperity of the country depends on the welfare of the villages.

Our villages are under developed though they are the heart of the country. Communication is not as developed as we need. Illiteracy is a problem. People do not know about health and sanitation. They depend on agriculture. But they do not know how to cultivate scientifically. There are many poor and landless farmers. They live from hand to month. People do not have income generating

projects to work. So the pace of rural development is very slow. The remotest village areas of the country are very backward in all respects. The government of the country is aware of this situation. So a lot of steps have been taken for rural development. Integrated Rural Development Programme (IRDP), Palli Biddutoayan Grameen Bank, Village Co-operatives are some of the projects by the Govt. Some NGO's are implementing some projects for our rural development and poverty alleviation.

Our unemployed people should have training for self-employment. They should be helped and financed for fish cultivation or other activities for earning. Our women should be made educated. They should have vocational training.

Bangladesh means rural Bangladesh. So without rural development, only urban development will not give us real prosperity of the country. We should give attention to cottage industries. Bangladesh has an agro-based economy. The farmers are the hub of this economy. So we must improve their lot for our rural development.

4. Newspaper

We cannot think of modern life without newspaper. Even before the advent of dawn we think of our newspaper. Indeed, newspaper reading has become a passion with us.

Our newspapers are of various types. They are dailies, bi-weeklies, monthlies and quarterlies. Dailies mainly give us news. Weeklies, bi-weeklies and monthlies contain stories, articles, dramas and poems. They supply good literature. They review the best looks of the day.

A newspaper is the supplier of all sorts of news and views. Merchants read the paper to know market conditions. Sportsmen amuse themselves with sports-news. A professor or a teacher gathers news and views on literary topics. Statesmen keep themselves informed of the diplomacy of the world. Newspapers have also corners for children and women. Students read

newspaper to supplement the education that they receive at schools and colleges. It is our good companion in our solitary hours or in a railway compartment. It brings sleep on the wakeful eyes of the sick.

A newspaper is the powerful instrument of publicity. Railway timings, government notifications, laws and bills and projects are given publicity through newspaper. A newspaper serves the nation. It helps the growth of public opinion and voices public grievances.

A newspaper helps the government in various ways. But the newspaper is not an unmixed blessing. A newspaper, guided by passions and prejudices, do a lot of mischief.

However, newspaper has made the world smaller and helps one nation to understand the other. Thus it champions the cause of equality, liberty and fraternity.

5. My daily life

Everybody should have a daily routine to do his duties regularly. None can perform his day to day functions perfectly without having a daily routine written or unwritten. Here I describe my daily life in a nut shell.

I get up from bed early in the morning. Then I go to the pond for ablution and say my prayers. After saying my prayers, I go out for morning walk in the open field. I usually come back from the field before the sun rises. After breakfast, I go to my reading room. First, I revise my old lessons and then go on with my class works for the day.

After finishing my lessons, I go to the pond to bathe. I swim, dive and rub my body in the clear water at that time. This keeps my body healthy and saves me from any sort of skin disease. After bathing, I come back and get myself ready to go to school. Firstly, I take my meal and take rest for a short while. Then I go to my room and put on dress and start for school.

I go to school before 11 a.m. and take my seat in the front bench. This helps me much in listening to the lectures of my teachers attentively and taking

down important points of their lectures. At 1-00 p.m. we have a recess. Now I say my mid-day prayer and take a light refreshment.

The school breaks up at 4-00 p.m. and I come back home. After taking a light refreshment I usually go to the playground and play football, cricket etc.

After performing my evening prayers, I prepare my new lessons. I go on with my studies up to 10-00 p.m. Then I take my supper and go to bed.

6. A memorable day in your life

Human life is like a bubble which must burst after a short time. But even in his short span of life a man may come across a good number of days which are associated with various memories, never to be forgotten.. Undoubtedly these days vary in importance as well as in degree. After all they are memorable.

. Such a day came in my life and it came on the play-ground. I was something of a footballer, but I had never been a good footballer. I played only for the physical joy that I got out of the game. I never thought of victory. The result was that I was never picked up for the school team. This was only because there was another player in the same position. He was certainly a great player. So I never complained. I just stood and waited.

My waiting was also rewarded. It was the day of all days. Our team entered into the final and was meeting its rival. As ill luck would have it, our star player fell ill at the last moment. Some one had to be picked and that some one had to be myself.

I entered the field greeted by the cheers from my friends.

I played, believe it or not, like one inspired. I was here, there and everywhere, now at his frontal attack, now at the defence. And it was I who scored the winning goal. It marked the climax of the glorious day. I was the hero of the field. Today I look back on the day with unmixed pleasure and satisfaction.

7. Housing problem

Human life is full of necessities. Amongst them there are three basic necessities of human life: food, clothing and housing. The last one has become a great problem nowadays and is possibly the most difficult to solve. Both the people and government find it difficult to cope with this problem.

In many countries of the world, the population is increasing at a fast rate; but houses are not increasing in sufficient number. The main reasons for this are the high cost of building materials and lack of space.

People suffer a lot because of the housing problem. Often they are to spend a large part of their income on accommodation. They are to live in small flats or apartments. Rooms are not enough for all the members of the family. Children cannot play or have study rooms. Often people are to rent houses in the crowded or unhealthy areas. They often rent a house far from the place of work. They therefore have to spend a lot on transport. Often the houses are without repair. The roofs leak and the walls and floors are damp. There may not be sufficient water supply or other facilities.

There should be a big housing programme to meet the situation. People should be encouraged to construct more houses. They should get loan from banks or institutions like the House Building Finance Corporation for this purpose.

The government should also undertake a big housing programme. Housing should be given due importance in national planning. The government should make sure that sufficient houses come up every year.

There are many private housing societies in the country. These should be encouraged to build more houses. But bogus housing societies should not be allowed to cheat the people.

In fine, there should be an adequate national programme on-housing. It should take note of the increase in population and plan construction of houses in time. A sound national policy can solve much of the accommodation problem.

8. The Olympic Games

The origin of the Olympic Games is not exactly known. In the ancient world the Olympics were held in Greece every 4 years for more than 1,000 years. The first celebration of the ancient games was in 776 Bc. The first modern Olympic Games were held in 1896 under the patronage of the king of Greece in a new marble stadium built in Athens for the purpose.

The opening ceremonies of the games are staged in the principal stadiums. These ceremonies are very colourful. They are conducted in an atmosphere of merriment and jubilation. The motto of the Olympics is universal friendship. The competitors enter into the contests not to win but to participate. Participation is looked upon as more important than victory. All ideas of national rivalries and jealousies are forgotten. Considerations of politics, race, religion wealth and power are of no importance here.

Among the most interesting events in the Olympic Games are 100-metre, 200-metre and 400-metre races both in the field tracks and in the swimming pools, diving, cycling, gymnastics, high jump and pole vault. In all these items men compete with men, and women compete with women. The end of the Olympic Marathon is also a wonderful and exciting moment.

International Olympic Committee awards various medals, cups and diplomas to the winners in the different events. There are usually three medals in each item-gold, silver and bronze. The winners of Olympic gold medals achieve great honour and glory not only for themselves but also for their countries.

The aim of the Olympic Games is to bring about friendship, understanding, peace and harmony in human relationship all over the world. It is hoped that the Olympic Games will continue to foster friendly relations between the different countries and nations of the world.

9. A day in the country

I live in Dhaka. I was born and brought up here. But my maternal uncle lives in the country. His house is in a village, far from the town. The village is on the other side of the Buriganga. The other day, I had been to that village for a day. I went over the river by boat. I got out of the boat and walked up the path. I reached the village at about 4 p.m.

I saw some green fields. Cows graze there. Goats bleat and run in herds. Cow boys play in the field. What a quiet place! It is beautiful too. Weary

travellers sit down under the cool shade of the tree forest. There are many fruit trees in the village. Of them, banana and mango attract me much. The mango tastes sweet. Lichis and coconuts are also available.

There are many lovely birds in the village. The kingfisher, the moyana, the crow, the wood-pecker, the sparrow are the names of the birds. I know them. There are the birds also not known to me.

There are fish in the tank. I went to fishing once. I caught fishes of various kinds. They looked nice.

In the evening, the children and younger people play in the open field while their fathers and grand fathers look on them with admiration. Then at the close of day they sit and talk and tell stories, and after a frugal diet retire early to bed and to a peaceful slumber. There in the country, one feels the fresh breeze and the fragrant flowers and the sweet tunes hover in the air.

The village life is almost an ideal life for many. It calls the dreamy poet to write something. It serves the thoughtful mood of the philosopher. The nature is lovely there. The loveliness of nature is a poem in itself that one may read without tiring

10. Shopping

By shopping we mean buying different things or articles from a market or a shopping centre. People also go for shopping to trade fair, village fair, book fair etc. Shopping is an essential task for us. We have to shop necessary things or articles for our family.

We shop daily necessities like rice, flour, meat, fish, vegetables and many other things from a local bazaar. But to buy something special, we have to shop at the shopping centers. On the eve of our festivals, we buy some special things like clothes, books, cards, show pieces, handicraft-goods, utensils and other things for our own use and also to present our friends and relatives.

Shopping is an essential as well as an interesting task. But sometimes people turn their faces from going to shopping centres, markets or stores because these places often become overcrowded. These shopping centres become overcrowded especially on the occasion of the festivals like holy Eid, Durga Puja and New Year etc. Shopping becomes very troublesome then. It happens so because there are a small number of shopping centres in proportion to the number of customers.

In the shopping centres there are some shopkeepers who are not well behaved, trustworthy and of pleasing personality. So sometimes the customers are cheated by them. Hence shopping need bargaining and also careful choice on the part of the shoppers. Shopping is not an insignificant job. It requires the use of wit and patience.

Exercise

Write short compositions on the following subjects:

1. Floods in Bangladesh
2. A journey by boat
3. Student life
4. Your native village
5. The school you read in
6. Science in everyday life
7. Television
8. Dish antenna
9. Computer
10. Food problem in. Bangladesh 11. Physical exercise
12. The life of a Fisherman
13. Your favourite poet
14. The spring season in Bangladesh 15. Your aim in life
16. The war of liberation
17. A village market
18. Rivers of Bangladesh
19. Your home
20. Your favourite teacher
21. Your school library
22. Your school magazine
23. Your friend
24. The Eid shopping you enjoyed
25. If I were a Prime Minister

Lesson-4

Short compositions expressing opinions/arguments (on given topics/situations)

1. Smoking cigarettes in public places should be banned

Everybody knows smoking is injurious to health. Smoking harms the smoker and also harms the people around him. Do we have the right to harm others and ourselves by our irresponsible behaviour? Definitely we do not have this right. Therefore, smoking cigarettes in public places should be banned altogether.

Many smokers argue that cigarette smoking is a gift of modern times, and it is a fashion nowadays. Some of them argue that it increases concentration to work. But their arguments are indeed irrational. Medical studies have confirmed that there is a direct linkage between nicotine, which is present in tobacco, and the high incidence of heart attack and cancer in smokers. These are dreadful diseases and at times proves fatal. Smokers can easily be attacked with these terrible diseases, and even the innocent non-smoking people around the smokers can be harmed by them. So we should consider that we have no moral right to smoke in public places.

Smoking in public places is an infringement on the fundamental right of our fellow citizens because it violates their right to live. A smoker may argue that banning smoking would violate the fundamental right of the individual. But this is untrue, as no one has the right to endanger one's own life and the life of others around him. It is this realisation out of which many advanced countries like U.K. and U.S.A. have banned smoking in public.

The consequences of smoking are indeed very grave, and hence there is an immediate need to ban smoking in public. The public opinion should be built in favour of this. Lawmakers should make law against smoking in public places.

2. Students should not take part in politics

A student is expected to devote his time and effort to studies. In the case of a student, studies and politics can not go together. In fact, as attributes these are opposite to each other. It is, however, unfortunate that money and power attract the students if they are involved in politics.

Once politics was associated with social service, and a political worker was a social worker or reformer. During our struggle for independence, students were in the forefront for unifying the people of the country and fighting against the enemies. Ever since independence the political parties have vitiated the political atmosphere of the country. Politics has now become a full-fledged profession which is beset with corruption.

It is unfortunate to see the students being increasingly exploited by the political parties for their selfish interest. The political parties exploit the young blood for their dirty work in order to achieve their selfish end. The students are now used by them as their tools and violence. Quite often many a promising youth's career is ruined because of this.

The students should, therefore, not take part in politics. Politics for students should be banned in no time. The political parties should not involve students in politics and their dirty activities.

3. Child labour should be banned

"The child is the father of the man." So children should be imparted noble values and virtues, so that they can grow up as good and responsible citizens of the country. By compelling them to work in this tender age, we are destroying their future prospect and also playing with the destiny of the country.

It is indeed unfortunate that we find children being forced to work in order to earn their livelihood. Thus the hands that should be used for study or play are used for hard manual work. It is indeed a pity to see them toil and shoulder responsibilities which are too hard and heavy for them to do. Thus a childhood is wasted, which comes once in life of a man. Children are found working in agricultural sector, in the work of building construction, in the factories etc. They often risk their lives just to keep their body and soul together. So tragic is their condition that even in the childhood they become victim to physical and mental wreck. Their frail body suffers from many ailments.

The government should realise the gravity of the situation and ban child labour, making it an offence under law. But no ban can work unless we can ensure that the children are provided with food, shelter and education. This would not only bring back their childhood but also secure the future of the nation. Everybody should remember that the children are an asset to the nation.

4. Life in the village is without any modern facility

Nowadays some people live in villages and others in cities. Village life is quite natural and the people in our villages live a very simple life. Their life is very easygoing. They wake up from sleep in the morning hearing the melodious songs of birds. On the other hand, city life is mechanical. People living in cities have no touch with nature. They wake up from sleep in the morning hearing the sounds of motor vehicles, machines and factories.

Cities have flourished but the importance of country life has not decreased. In this modern competitive world, needs for city life have increased, as most of the modern facilities are still confined to the cities. The development of the society depends both on the development of the cities and villages. If the cities produce something, the villages supply them with the raw materials.

In the cities, life is very busy and competitive and people live in polluted environment. On the other hand, in the villages, environment is very fresh and hygienic. Modern facilities are available in the cities, whereas most of the villagers are deprived of modern facilities. So, for good medical facilities and higher degrees, people are to go to the cities. In the cities, people lead a very artificial life in the big buildings. But in the villages, one can lead a simple life in the lap of nature though nowadays village politics has come out to be very alarming.

Despite some merits and demerits, both the lives have their respective charms, and their charms depend on the individual interests. A balanced development can remove the gap between two types of life largely.

Exercise

Write short compositions giving your opinions/views/arguments for or against the topics given below:

1. Consumption of alcoholic beverages should be banned
2. Hobbies are a waste of time
3. Teenagers should be allowed more freedom
4. The wealthy are not happy
5. It is better to be born rich than talented
6. Corporal punishment to students should be abolished
7. Teachers build up a nation
8. Only science is the builder of civilization
9. The cable television and the youth

Lesson - 5

Compositions on imaginary situations

1. If I were a millionaire

I have a long cherished dream to become a millionaire. I have also a question to myself what I would do with the large amount of money if suddenly I were a millionaire. I have at last found the answer to my own question, and I shall try to state it here.

There are people in this world who forget themselves completely and always think of others. I think of satisfying my own needs first. So I would at first have a beautiful house for myself in a spacious compound. I would furnish my house with the most modern amenities so as to make myself as comfortable as possible. .

I would then go on a world tour for the sake of new and pleasant experiences. I would visit the major capitals of the world like London, Paris, Berlin, Tokyo, Beijing, Moscow, Washington etc. I would make it a point to have a good look of the pyramids of Egypt and the hanging gardens wherever they might be.

Returning home from abroad, I would give a thought to the poor and the needy around me. I shall help men in distress in such a way as they can stand on their own legs. I would help the poor students to prosecute their education. I would, if my means permit, establish a hospital for children. After doing all this, I would certainly have no money left with me, but I shall have the satisfaction of having seen and done so many things.

Thus I want to utilise my wealth in case I become a millionaire. It may be that I may not come across such a fortune any day in my life. It may be nothing but a sweet dream.

2. If I were the Prime Minister

If I were the Prime Minister of Bangladesh for a long duration, I would then be able to make my country happy and prosperous.

My first task would be to suppress terrorism and corruption, and reduce the gap between the rich and the poor. Moreover, I would eradicate illiteracy from the country. All these are at the root of most of the evils that afflict our country. Quick and exemplary punishments should be given upon the culprits for terrorism and all sorts of corruption.

No country can make progress unless the people are educated. So I would make education free upto the secondary level and establish adult education centres allover the country.

I would establish a network of hospitals, clinics and dispensaries. As a result, everybody would get proper medical help and advice.

To meet the problem of unemployment, I would encourage small scale and cottage industries to be established throughout the country. Every effort would also be made to solve the food problem. I would also make a network of communication all over the country.

My foreign policy should be of peaceful co-existence. I would continue friendly relations with every country. But I should not allow any country to interfere in the internal affairs of my own land.

If I were the Prime Minister, I would take all the measures stated above for the over all progress of the nation.

Exercise

1. If I were a national leader
2. What I would do if I won a lottery
3. What would happen if Tsunami occurred in Dhaka

UNIT FIVE

Completing a story

Lesson - 1

Introduction

A story is a form of composition. Actually, it is an interesting form of literary composition. This type of composition is written on the basis of ordinary aspects of life and experience. A story gives interest and enjoyment to its reader. It can interest the reader more than the other types of composition we have dealt with in other units. However, students are expected to write stories. Students should have to try again and again and make regular practice in this regard. This will help them to write good stories. For writing a story, there is a need of creative thought and imagination. A student is expected to write stories, so that his latent creative thought and imagination can be developed, expressed and utilized.

To write a good story, a student should observe the following rules and regulations:

1. There should be a title of the story;
2. There should be a moral or a lesson in it;
3. One should start writing a story strictly maintaining the main plot;
4. Punctuation marks should be used properly;
5. The sentences of the stories must be according to its theme; they must not be incoherent and disorderly;
6. Above all, the language of the story should be good, plain and simple, and should have grammatical correctness.

Note: A student is expected to complete an incomplete story in the examination. In the following lesson some models of completing a story are incorporated.

Lesson - 2

Models of completing a story

1. Rabi was a barber. He was very lazy. He lived from hand to mouth. One morning Rabi's wife pushed him out of bed. She took a thick stick and beat him with it. Rabi took his bag. He ran out of the house.

In the evening, Rabi did not go home. He walked into the jungle. He sat down under a big tree. In the tree, there was a ghost. It was a dead thief's ghost. The ghost told Rabi to give him all his money. Rabi said that he had no money, but in his bag, he had some ghosts. He had caught them the previous night in the jungle.

The ghost told Rabi to show him ghosts. Rabi took his mirror out of his bag. He held it up. The ghost took the mirror and saw a face in it. The ghost took the face for that of another ghost. Then Rabi said that he would catch him too, and put him in his bag with the others.

The ghost was frightened.....

Instruction: The passage given above is an incomplete story. Now complete the story with the help of the passage given above and give a suitable title to it.

Note: One may complete the story in the manner shown below:

1. The Barber and the Ghost

Rabi was a barber. He was very lazy. He lived from hand to mouth. One morning Rabi's wife pushed him out of bed. She took a thick stick and beat him with it. Rabi took his bag. He ran out of the house.

In the evening, Rabi did not go home. He walked into the jungle. He sat down under a big tree. In the tree, there was a ghost. It was a dead thief's ghost. The ghost told Rabi to give him all his money. Rabi said that he had no money,

but in his bag, he had some ghosts. He had caught them the previous night in the jungle.

The ghost told Rabi to show him ghosts. Rabi took his mirror out of his bag. He held it up. The ghost took the mirror and saw a face in it. The ghost took the face for that of another ghost. Then Rabi said that he would catch him too, and put him in his bag with the others.

The ghost was frightened. He requested Rabi not to put him in the bag. He promised that he would give Rabi some money and he would be rich. Rabi complied with his request and ordered the ghost to bring money at once.

The ghost went away. It came back with a big bag of money. It gave the bag to the barber. The barber went straight home. His wife was in bed. He told her to open the door. He then said that he had a bag of money and that they were rich.

Rabi's wife got awakened and she opened the door. There was no more quarrel between them. They lived happily.

02. There was a castle in the middle of a dense forest. An old fairy lived in that castle. She would fly about all day long in the form of an owl. At night she became an old woman.

The castle had magical powers. If any young man came within a hundred yards of that castle, he would get fixed there, and be unable to move. If any woman came within that distance she would be changed into a bird.

Near the forest there lived a wood-cutter. He had a beautiful daughter Champa by name. A young shepherd named Champak also lived there. Champak and Champa were friends from their childhood.

One day Champak and Champa went out for a walk in the wood. They were tired. They sat near the castle. Soon Champa was changed into a nightingale.

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Instruction: The passage given above is an incomplete story. Now complete the story with the help of the passage given above and give a suitable title to it.

Note: *One may complete the story in the manner shown below:*

2. A Fairy Tale

There was a castle in the middle of a dense forest. An old fairy lived in that castle. She would fly about all day long in the form of an owl. At night she became an old woman.

The castle had magical powers. If any young man came within a hundred yards of that castle, he would get fixed there, and be unable to move. If any woman came within that distance she would be changed into a bird.

Near the forest there lived a wood-cutter. He had a beautiful daughter Champa by name. A young shepherd named Champak also lived there. Champak and Champa were friends from their childhood.

One day Champak and Champa went out for a walk in the wood. They were tired. They sat near the castle. Soon Champa was changed into a nightingale. Champak saw this. He looked on and stood there helplessly. The fairy, however, let him go. But Champak went to the goddess of love. He worshipped her for days and nights. At last the goddess of love became kind to him and gave him a rose. The rose had magical powers. A touch of the rose would do away with the charm under which Champa lay in the castle.

Champak entered into the castle with the rose. The wicked fairy became very angry to see Champak. But she could not do him any harm. The fairy then began to run with a cage. Champak ran after her and touched the cage with the rose. Champa got back her normal form and stood before Champak.

Champak and Champa were then reunited in marriage. They lived in peace and happiness hereafter.

03. Once there was a man in Europe. He used to go out for hunting with

his favourite dog, 'Bulu.' One day that man went out on such an expedition on a horse back. His dog followed him. After a few days, the man returned home and felt exhausted. He got down from his horse and lay down under a tree. After a while he woke up and proceeded towards home. But he forgot to pick up the purse which contained money. The bag was left there.

Bulu noticed it and tried to remind its master of the bag in many ways but in vain. At last the dog pretended to bite the horse's leg.

The master misunderstood the dog. He thought that it had gone mad. He at once shot at his favourite dog, Bulu. Bulu cried with pain and ran back.....

Instruction: The passage given above is an incomplete story. Now complete the story with the help of the passage given- above and give a suitable title to it.

Note: One may complete the story in the manner shown below:

3. The Dutiful and Faithful Dog

Once there was a man in Europe. He used to go out for hunting with his favourite dog, 'Bulu.' One day that man went out on such an expedition on a horse back. His dog followed him. After a few days, the man returned home and felt exhausted. He got down from his horse and lay down under a tree. After a while he woke up and proceeded towards home. But he forgot to pick up the purse which contained money. The bag was left there. Bulu noticed it and tried to remind its master of the bag in many ways but in vain. At last the dog pretended to bite the horse's leg.

The master misunderstood the dog. He thought that it had gone mad. He at once shot at his favourite dog, Bulu. Bulu cried with pain and ran back. The master reached home. He found that his money bag was lost. He rode back to the place where he took rest. He found Bulu lying under the tree with the bag in its paws. He thought that the dog was sleeping with the bag. But to his utter sorrow, he found that the dog was in eternal sleep. Now everything was clear to the man. He realised the dog's faithfulness and shed bitter tears.

04. There lived a wolf in a wood. He killed a lamb; but as he went on eating the flesh, a bone stuck in his throat. This gave him pain and he went about not knowing what to do.

The wolf saw a crane by the side of a stream. The crane looked for fish. "Good morning, Mr. Crane," said the wolf, "Could you do me a good turn? A bone has stuck in my throat and is giving me a lot of pain. You have a long, thin bill. Could you take the bone out? I'll give you anything you ask for."

The crane thought, the wolf was very ill. So he wanted to help the wolf. "Open your mouth wide," the crane said to him.

The crane put his long beak into the wolf's mouth and pulled the bone out

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Instruction: The passage given above is an incomplete story. Now complete the story with the help of the passage given above and give a suitable 'title to it.

Note: One may complete the Story in the manner shown below:

4. The Wolf and the Crane

There lived a wolf in a wood. He killed a lamb; but as he went on eating the flesh, a bone stuck in his throat. This gave him pain and he went about not knowing what to do.

The wolf saw a crane by the side of a stream. The crane looked for fish. "Good morning, Mr. Crane," said the wolf. "Could. you do me a good turn? A bone has stuck in my throat and is giving me a lot of pain. You have a long, thin bill. Could you take the bone out? I'll give you anything you ask for."

The crane thought, the wolf was very ill. So he wanted to help the wolf. "Open your mouth wide," the crane said to him.

The crane put his long beak into the wolf's mouth and pulled the bone out. The wolf was now about to go away.

"May I have the fees now?" said the crane.

"What, fees? You put your beak in my mouth. I have not swallowed your head and you are still alive. Is it not enough fees?" replied the wolf.

The crane became afraid of his life. He at once flew away in fright.

05. A hare was very proud of her speed. One day she said to a tortoise "I pity you for your speed". "How can you walk with such a heavy shell on your back?" "You need not worry friend, hare", said the tortoise. "If you like I can run a race with you." The hare sneered, "What! do you want to run a race? Very well, I am ready. I accept your challenge."

At once both of them started. In a moment the hare got ahead of the tortoise. The tortoise was moving very slowly with his heavy shell on his back. "The hare stopped half way and looked back. "Ha! Ha!" laughed the hare, "You are creeping on far behind. Speed up, lest I will be half over the country before you reach the end of the battle."

The tortoise said nothing. He toiled and toiled. "I may easily take a short nap and then overtake him," the hare said to herself.

The hare lay down on the grass. In no time she fell fast asleep.

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Instruction: The passage given above is an incomplete story. Now complete the story with the help of the passage given above and give a suitable title to it.

Note: *One may complete the story in the manner shown below:*

5. The Hare and the Tortoise

A hare was very proud of her speed. One day she said to a tortoise "I pity you for your speed". "How can you walk with such a heavy shell on your back?" "You need not worry friend, hare", said the tortoise. "If you like I can run a race with you." The hare sneered, "What! do you want to run a race? Very well, I am ready. I accept your challenge."

At once both of them started. In a moment the hare got ahead of the tortoise. The tortoise was moving very slowly with his heavy shell on his back. The hare stopped half way and looked back. "Ha! Ha!" laughed the hare, "You are creeping on far behind. Speed up, lest I will be half over the country before you reach the end of the battle,"

The tortoise said nothing. He toiled and toiled. "I may easily take a short nap and then overtake him," the hare said to herself. The tortoise was moving slowly with his little feet. He came creeping up the place, never stopping to look behind.

The hare awoke and looked forward to see the tortoise. She sprang up and attempted to start on like the wind. She said, "Where is the tortoise?"

From the end of the field the tortoise replied, "Hare, hare, I am winning the race."

06. One day a boy was going to school. Suddenly he saw smoke. It was coming out of a house. He went in. He saw a house on fire. There was nobody else near the fire. Only a few women were running to and fro. They were crying bitterly. The boy thought that there might be somebody in the house. He could not come out. There were flames and flames on all sides. It was a great danger. The boy was too brave to cope with the situation. He was not at all afraid. He then and there ran into the burning house.

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Instruction: The passage given above is an. incomplete story. Now complete the story with the help of the passage given above and give a suitable title to it.

Note: One may complete the story in the manner shown below:

6. The Brave Boy

One day a boy was going to school. Suddenly he saw smoke. It was coming out of a house. He went in. He saw a house on fire. There was nobody else near the fire. Only a few women were running to and fro. They were crying bitterly. The boy thought that there might be somebody in the house. He could not come out. There were flames and flames on all sides. It was a great danger. The boy was too brave to cope with the situation. He was not at all afraid. He then and there ran into the burning house.

The boy found an old woman there. She was too weak to move. The boy took her on his shoulders. He then came out running with her. People saw it. They were, at bottom, amused to see this. They called him a brave boy. The Headmaster of the school heard the story. He congratulated the boy on his brilliant feat.

This is really a worthy act for which the school also felt proud of.

Exercise

Complete the following incomplete stories and give suitable titles to them:

1. One summer day, a crow got very thirsty. It searched for water hither and thither. At last it saw a jar at a distance. It flew down to it. There was a little water at the bottom of the jar. But it was too low for the crow. The crow tried to upset the jar. But the crow was not too strong to do it.

The crow was in a fix what to do.....
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2. Once there was an old man who had five sons. The sons always quarrelled among themselves and got separated. The old man was very unhappy. Soon he fell ill. He felt that his days were numbered. He called the

sons beside his bed. He asked them to bring a bundle of sticks. They were surprised, still they brought it. The old man then told his eldest son to break the bundle. He tried, but failed

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3. A dog once stole a piece of meat from a stall. He ran away with it and at last went to a stream.

There was a plank across the stream. The dog ran over the plank. When he was running, he looked down into the water and saw his own image. But he thought it was another dog with another piece of meat.

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4. Once in summer, a fox was very thirsty. He looked about all day for water to drink. At last he came to an well. The well was very deep. He tried to get water. He tumbled in.

There was a little water. So he was not drowned. He drank all he could. Then he tried to get out. But he could not.

A goat came to the well to drink water. He saw the fox and said, "I could not get any water. Is there water to drink?"

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5. Once upon a time there was a farmer who had a wonderful goose. Every morning she laid a golden egg. He used to sell the golden egg to the market. He became rich.

But by this time the man became very greedy and impatient to have all the eggs at a time.

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6. Once there was a liar shepherd who tended his sheep by the side of a deep forest. To enjoy himself and to befool the people he shouted, "Tiger, tiger, please help me". People would come running to help him. Then the shepherd would begin to laugh and say that he only played with them. Being disgusted the people would go back.

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7. There lived many mice in a house. A cat also lived there. The mice were very afraid of the cat. They could not move about freely. At last, they hit upon a plan to get rid of the cat. They held a meeting. It was resolved that a bell should be tied round the neck of the cat. Then they would hear him. They would no more be killed by him

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Lesson - 3

Completing a passage

Completing a passage on a situation is also an item of composition to be dealt with by the students. The students are expected to learn how to complete an incomplete passage. They should carefully read the given incomplete passage and grasp the idea and theme of the incomplete passage, and continue to reach the logical completion or end. The following are some models of completing a passage:

1. I live in Rajshahi. My elder brother works in Dhaka. Last summer he asked me to stay a few days with him and sent me a plane ticket. That was my first journey by air. I arrived at the airport about an hour before the flight and checked in and waited in the lounge. I was given a boarding card on which the number of my seat was written. There were a large number of people at the airport. I knew few passengers there. The departure of the flight was announced and we were asked to board the plane. I got on board and found my seat. When all the passengers were in, the door was closed. We were given instruction about what to do in case of an emergency. Then the plane took off smoothly.

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Instruction: The passage given above is an incomplete one. Now complete the passage.

Note: One may complete the passage in the manner shown below:

01. I live in Rajshahi. My elder brother works in Dhaka. Last summer he asked me to stay a few days with him and sent me a plane ticket. That was my first journey by air. I arrived at the airport about an hour before the flight and checked in and waited in the lounge. I was given a boarding card on which the number of my seat was written. There were a large number of people at the airport. I knew few passengers there. The departure of the flight was announced and we were asked to board the

plane. I got on board and found my seat. When all the passengers were in, the door was closed. We were given instruction about what to do in case of an emergency. Then the plane took off smoothly.

Shortly after take off, the captain's voice was heard, "Ladies and gentlemen," he said, "This is your captain speaking. On behalf of the crew and myself, I welcome you on board. I hope you will enjoy your flight with us."

A few minutes later we were given newspapers. I was reading the headlines when a stewardess came with orange and lemon squash. I took a glass and as I was sipping, I looked through the window. There were clouds floating around the plane. Houses and trees below looked like tiny toys. Rivers flowing below appeared to be thin lines drawn on a sheet of paper. I kept looking. Suddenly it was announced that we were very close to Dhaka airport and we would be landing in a few minutes. I had no idea that the flight would be so short. Actually, the flight from Rajshahi to Dhaka takes about 35 minutes. However, the plane began to come down and landed safely. I felt a little nervous at the beginning. But I really enjoyed the flight.

2. Rakib is 7 years old and lives in Dhaka. He comes from Jessore. He has a brother who works as a tempo helper. He came with his father, mother, brother and grandmother to Dhaka in search of a living. His father works as a rickshaw puller and mother as a domestic worker. Rakib collects polythene bags, scrap paper and other materials from the Motijheel area and sells them at a shop for Tk. 5 to 10 a bag. He earns Tk. 20. to 50. a day, which he gives to his mother. Rakib and his family live in a slum near to Kamalapur railway station.

Their home is a tiny shelter with a sheet of polythene for a roof

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Instruction: The passage given above is an incomplete one. Now complete the passage.

Note: One may complete the passage in the manner shown below:

2. Rakib is 7 years old and lives in Dhaka. He comes from Jessore. He has a brother who works as a tempo helper. He came with his father, mother, brother and grandmother to Dhaka in search of a living. His father works as a rickshaw puller and mother as a domestic worker. Rakib collects polythene bags, scrap paper and other materials from the Motijheel area and sells them at a shop for Tk. 5 to 10 a bag. He earns Tk. 20 to 50 a day, which he gives to his mother. Rakib and his family live in a slum near to Kamalapur railway station.

Their home is a tiny shelter with a sheet of polythene for a roof. They sleep on the dirty floor. Rakib has a bath in creek near their home. He usually has his meals at home but sometimes begs for food at restaurants. Once he got diarrhoea and had to stay at home for a few days. He could not afford to go to a doctor or buy medicine for himself. He once went to a free school near his home in Jessore but did not continue. He was in the school for about a year and now he wants to go back to school and start his studies again.

3. Lina's childhood was full of sufferings and sorrows. She never had a moment of happiness in her life. All she remembered from her childhood was the extreme want of food, want of shelter and clothing. In 1984 at the age of 14 she was married to an unemployed man of 28 years old. Lina entered into her husband's house with the dreams and hopes of a young girl but in vain. It was Lina who worked for a handful of grains to feed herself, her mother in law and her husband. When her first son was born she was 17. The birth of a child meant another mouth to feed. From the morning till dark, Lina worked and worked. When she was 22 her third son was born. Each day became more difficult, for Lina was still struggling for herself and her family. Then she came to learn about the Grameen Bank.

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Instruction: The passage given above is an incomplete one. Now complete the passage.

Note: One may complete the passage in the manner shown below:

3. Lina's childhood was full of sufferings and sorrows. She never had a moment of happiness in her life. All she remembered from her childhood was the extreme want of food, want of shelter and clothing. In 1984, at the age of 14 she was married to an unemployed man of 28 years old. Lina entered into her husband's house with the dreams and hopes of a young girl but in vain. It was Lina who worked for a handful of grains to feed herself, her mother in law and her husband. When her first son was born she was 17. The birth of a child meant another mouth to feed. From the morning till dark, Lina worked and worked. When she was 22 her third son was born. Each day became more difficult, for Lina was still struggling for herself and her family. Then she came to learn about the Grameen Bank. She became a member of the Bank, took a loan and started her own rice husking business. Gradually she managed to improve her conditions and managed to repay the loan she had borrowed from the Grameen Bank. In 1995 Lina took an even larger loan and started a stationary shop alongside her husking business. She went to the adult literacy centre and learned to read and write. By 2000 Lina's worst days were over. She had solvency, security and happiness.
4. Shimu is 26 years old and works as a nurse in a private clinic in Dhaka. At present, she lives with a relative. She has been looking for somewhere to live for about a month. So she has been unsuccessful and has been sleeping on the floor of her relative's house. Shimu's parents live in a rural area just outside Dhaka. Shimu wants to be independent. She wants to lead a life of her own. Everyday she looks through the advertisements in the newspaper.....
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Instruction: The passage given above is an incomplete one. Now complete the passage.

Note: One may complete the passage in the manner shown below:

4. Shimu is 26 years old and works as a nurse in a private clinic in Dhaka. At present, she lives with a relative. She has been looking for somewhere to live for about a month. So she has been unsuccessful and has been sleeping on the floor of her relative's house. Shimu's parents live in a rural area just outside Dhaka. Shimu wants to be independent. She wants to lead a life of her own. Everyday she looks through the advertisements in the newspaper. She asks other staff in the clinic to help her find accommodation. She reads the newspaper 'Ittefaq' every day and looks through the 'to rent' and 'flats to share' page very carefully. She has seen number of different places in different parts of Dhaka. Each time she has been disappointed for one reason or the other.

Exercise

Complete the following incomplete passages:

1. Rina works in a big factory of garments. There are more than five hundred workers in the factory. One day as usual she was busy at her work. Suddenly a sound came to her that there was a break out of fire from the short circuit. As ill news runs fast, the news spread very fast among the workers. But no one noticed whether there was actually any fire
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2. Farid was going to Rajshahi from Dhaka by the Padma Express. On the way the train stopped at Gafargaon first and then at Mymensingh and Jagannathgonj. He had to leave the train to cross the river by a railway

ferry and board another train on the other side. Unfortunately he lost his bag in the ferry. In the bag there were his clothes, money, ticket etc. He was terribly upset. He did not know what to do. Suddenly an idea came to his mind. He went to the station master.....
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3. Rana's parents are not financially solvent. They have a few pieces of land. They have a great hope in mind that if they can educate their only son, their hard days will come to an end, and they will be able -to see the light of better days in their life. So they spent all what they had for educating their son. After completing his graduation he came to Dhaka in search of a job
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4. Nayeem's father lives in Melbourne. His father sent him a ticket of Thai Airways. So he got a chance to visit Melbourne. On his arrival at the airport in Melbourne he saw that his father was not present there. He was at a loss at the new place. Suddenly a good idea came to his mind. He has got the telephone number of his father's office.....
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5. Muna is the daughter of a poor farmer. Her father could not educate her on account his poverty. At the age of fifteen, her parents gave her in marriage with a very poor boy. He is very lazy. He does not do work. So Muna works hard to support her family. But she is always anxious what will happen if she gives birth to a female child
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UNIT SIX

Writing Summaries

Lesson - 1

Introduction

A summary is a reproduction of a composition or a spoken matter. It is a version of an author's written or spoken matter rendered by another writer/person. In other words, a summary is an imitation as well as expression of any written or spoken matter rendered in one's own words and style. In a summary, a matter is reproduced in a condensed form. It can be called an art of compression of a composition. It is a type of composition too, which is composed upon another composition written by some author. In simple words, a summary means writing the subject - matter of a passage or any piece of writing in a shortened form in one's own words and simple style.

A passage, either in prose or in verse, can be summarised. A poem, an essay, a story, a dialogue, even a novel or a drama can be summarised. An event of history, a topic of philosophy, an article on economics or any subject can be summarised. Even a speech or a lecture of a person, on "any matter, can be summarised. Summaries can be written on all these things and also on other things.

One should keep in mind the following points while he is writing a summary:

- a) The summary should be written in prose. It should be written in one's own words and in a simple style. Sentences should not be quoted from the original piece.
- b) It must be complete and self-contained in itself, i.e. it must convey its message fully and clearly.
- c) One should have to express the general meaning of the passage or the piece.
- d) The faithful reproduction of the main theme is the first essential of a summary and compression is the second one.
- e) There is no room in a summary for colloquial expression.
- f) The summary should be written in simple, direct, grammatical and idiomatic English.

Lesson - 2

Model Summaries

1. In a certain school a boy once found a taka in the play-ground. He took it to his teacher. It was held up for the owner but claimed by none. "What shall I do with it?" asked the teacher. "Keep it, sir", said the boy. "I have no right to keep it. Then a little boy of seven years old stood up and said, "Give it to a beggar, sir". Everybody liked the idea and the taka was given to a beggar.

Summary : The school boy got a taka in the ground. He kept it with his teacher who looked for its owner. But none came. But the boy did not take it back as he had no right to it. At last it was given to a beggar.

2. A woodman was cutting down a tree on the bank of a river. By chance he let slip his axe into the river. It sank into the bottom at last. In great distress for his loss, he sat down by the side of the river and wept bitterly. Mercury, the god of water, took pity on him. He appeared before him. Hearing the cause of his sorrow, he dived into the bottom of the river, brought a golden axe and asked the man if that was his.

Summary : Once a woodman was cutting a tree on the bank of a river. Suddenly his axe slipped off his hand and sank into it. Being very sorry he was weeping bitterly. So Mercury took pity on him, brought up a golden axe for him diving into the river and asked him whether it was his.

3. Little drops of water,
Little grains of sand,
Make the mighty ocean;
And the pleasant land.
Little deeds of kindness,
Little words of love,
Make our earth an Eden.

Summary : Little things are not to be neglected. They, in a body, build up great things. Little drops of water have made the vast ocean. Little particles of sand have made the beautiful land. Little deeds of kindness can make the earth as sweet as Eden of Heaven.

4. There was once a rich man who had two sons. They were not very good sons. Not only did they quarrel with each other most of the time, but they were often rude to their mother and disrespectful towards their father. When they had grown to manhood they refused to work and spent all their time riding on a horse and enjoying themselves.

Summary : A rich man had two bad sons. They were not on good terms with each other. Moreover, they disobeyed their parents. Though they grew up, no change came to them. Riding and enjoying were their business.

5. Once upon a time, a fox was caught in a trap. He freed himself but had to leave his tail behind. At first he was ashamed to show himself among his fellow foxes. But at last he put a bolder face upon the loss of his tail and called all the foxes to a meeting.

So one day all the foxes gathered round him, and he began to talk to them about their tails. "Tails are really of no use," said he. "They are nothing but a dead weight hanging on to one. How good it is without a tail! Do let me advise you all to cut off yours."

Thus he went for some time until one of the foxes spoke up, "That is all, very well, but I do not think you would have so advised us if you had not lost the tail yourself"

Summary : A fox, who was caught in a trap, lost his tail. He wished all foxes to be like him. He called a meeting of foxes and said that tails were of no use to foxes and they should all cut off theirs. One of them said that the fox told them to cut off their tails just because he had lost his own tail.

6. There was a man who earned his living by telling fortunes in the market-place of a great town. He was very busy one day. He was telling the crowd of customers about all the strange things that would happen to them. But at that time a man brought him a word that thieves had broken into his house.

The fortune-teller ran off for his home as fast as his legs would take him. But on the way he was brought to a full stop by a stranger who said, "Pardon me, sir; but will you tell me how it is that you are so clever at telling other people's fortunes and yet you know so little about your own?"

Summary : A man lived by fortune-telling in a big market place. One day he was telling of wonderful fortunes to a crowd of men. Then he heard of a theft in his house. So he ran home immediately. A stranger stopped him on the way and asked him how he could tell other men their fortunes, whereas he did not know his own.

7. My name is Robinson Crusoe. My father was a merchant and lives in the city of York. At an early age I left home to go to' sea and visited distant lands. When I sailed for the American coast, a storm broke out. We sat down in a small boat, and rowed on. A big wave turned the boat down and I began to swim. I swam on to the shore. Night fell and I was wet and hungry. I had no food to eat nor water to drink. -I climbed a tree and sat on it. Soon I fell fast asleep. When I awoke, it was broad day. I got down from the tree and walked to the shore.

Summary: Robinson Crusoe was the son of a merchant of York. Early in life he sailed for far-off lands. He was caught in a storm one day. He rowed in a small boat. Soon the storm over-turned it. He swam to the shore. He passed the night on a tree without food and drink, but had a good sleep. Next morning he walked on to the shore.

8. Long ago two little boys were kept in an old prison by a cruel king. Henry, the elder boy was eight years old, and his brother Francis just six. They had done no wrong, but the king hated them because their father had been a rebel. So he shut them up in two cages and there he left them.

Henry tried to cheer up Francis, but the little chap would only cry. The cages in which they were kept, were so made that the poor boys could not stand up and could not lie down, and the iron bars hurt them. They talked often of their mother, and wished that she could come and see them.

Summary : Between two brothers, Henry who was eight years old and Francis who was, six, were kept in the prison as their father was a rebel to the king. There they lived in two cages where they could neither stand up nor lie down. Henry tried to console Francis and they wished their mother could come to see them.

9. "O Mary, go and call the cattle home,
 And call the cattle home
 The western wind was wild and dank with foam
 And all alone she went,
 The western tide creft up along the sand.
 And o'er and o'er the sand,
 As far as eye could see
 The rolling mist came down and hid the land;
 And never home came she.

Summary : Mary was asked to call the cattle home from the sands of a river. She was asked to make hurry. While she went out, a strong wind began to blow from the west, a tide rose up and covered the bank, and a dense mist darkened the land. Mary was drowned in the river by the foul weather and did never come back.

10. The year's at the spring,
 And day's at the mom; Morning's at seven;
 The hill-side's dew-pearled; The lark's on the wing;
 The snail's on the thorn;
 God's in His heaven.
 All's right with the world?

---*Robert Browning*

Summary: It is the spring season of the year. It is an early spring morning. The grass on the hill-sides is wet with dew-drops, the larks are singing and flying, the snails are feeding on the thorn. Everything around is beautiful and good because God is looking after all these things.

11. So here hath been dawning
 Another blue day;
Think, wilt thou let it
 Slip useless away?
 Out of Eternity
 This new day is born;
Into Eternity
 At night will return.
Behold it aforetime
 No eye ever did;
So soon it for ,ever
 From all eyes is hid.
Here hath been dawning
 Another blue day;
Think, wilt thou let it ;
 Slip useless away?

-Thomas Carlyle

Summary : Born out of eternity, each day of life is a golden opportunity for noble achievements. Soon again does it glide into eternal night and is lost for ever. We must not therefore, let our time slip uselessly.

12. Every one has heard of Solomon, the king of the Jews, who was famous all the world over for his wealth and magnificence and specially for his wisdom. The Queen of Sheba had heard much about the grandeur of Solomon's court and the world wide reputation of his learning and wisdom. Attracted by such report, she came to test the king. She brought with her two garlands of flowers, one natural and the other artificial. Solomon was puzzled for a time. While pondering, he noticed some bees hunting for honey in a withered rose. He asked the windows to be opened. The bees came in and settled on the natural flowers. Thus seeing her riddle solved by the king, the Queen of Sheba was surprised and went away admiring the king's great wisdom.

Summary: Solomon, the king of the Jews, had worldwide fame for his wealth, magnificence and wisdom. The Queen of Sheba came to test his wisdom with two garlands of flowers -- one natural and the other artificial. The queen wanted to know from him which was one natural. Seeing some bees settled on one garland, Solomon decided that it was the garland of natural flowers. The queen was surprised and appreciated his wisdom and went away.

13. Long ago there lived in Persia a brave warrior named Rustam, who was dearly loved by his fellow countrymen for bold deeds and generous heart. So wonderful were his deeds even as a youth that all men stood in awe of him and believed that his strength and courage were more than human. He spent his days wandering about the world in search of adventures accompanied by his horse Rukesh, the most faithful friend a man ever had. Whenever the weak were oppressed or the innocent ill treated, there Rustam and his horse would appear and soon all would be righted and the evil doers would be punished for his wrongs and misdeeds.

Summary: Rustam, a brave warrior of Persia, was dearly loved by the people for his bold deeds and generous heart. He spent his days in wandering the world accompanied by his most faithful horse, Rukesh. Wherever the weak were oppressed and the innocent were ill-treated, he and his horse appeared there. And all would be righted and the evil doers would be punished.

14. Shylock, a Jew, lived at Venice. He was a usurer, a man who had gathered together a great fortune by lending money at high interest to Christian merchants. He was a hard man, hard of heart and as sharp as a knife blade. He was much disliked by all good men and particularly by Antonio, a young merchant of Venice.

Shylock in his turn, hated Antonio, because he lent out money to people who were in trouble and would never take any interest for it. .Wherever Antonio met Shylock on the Railto (or the Exchange) he scolded him for hard dealings while the Jew listened with summing patience, but secretly planned his revenge.

Summary: Shylock, a Venetian Jew, was a usurer who gathered a great fortune by lending money at high interest. He was not liked by the Christians, particularly by Antonio, a Christian merchant of Venice. Shylock also did not like Antonio who would lend money without any interest. Antonio scolded Shylock for his hard dealings. So Shylock planned to take revenge upon Antonio.

15. I was the third of five sons. My father sent me at fourteen years old to Cambridge University, where I worked hard. But he could not afford to keep me there for more than three years. For the next four years, I studied medicine under Mr. Bates, a famous doctor. I always believed that one day I should travel. I, therefore, spent small sums of money in gaining knowledge that would be valuable to a traveller.

When I left Mr. Bates my father and other relations gave me enough money to study medicine at Leyden University in Holland.

Soon after my return from Leyden I was appointed doctor on the Swallow, in which I made several voyages. Then I settled in London as a doctor. I took part of a small house and got married.

Summary : The narrator was the third of the five sons of his father. Though his father sent him to Cambridge University to study medicine, he could not maintain his educational expenses. He studied for four years under Mr. Bates. He had a mind to become a traveller. So he saved money in a frugal manner. He then studied medicine at Leyden University in Holland. He made several voyages returning from Leyden.. At last, he settled in London as a doctor and got married.

16. About nine hundred years ago, Iran was ruled by a king named Malik Shah. He had a vizier whose name was Hasan-bin-Ali. The king called him Nizam-ul-Mulk, because he looked after the country so well. Iran was already a great country but they desired to make it greater. Malik Shah and Hasan-bin-Ali, who were good Muslims, wanted to make it greater still. They both knew

that the country could only make progress if it was' at peace with other countries and if it was strong.

Nizam-ul-Mulk said to himself, "If the young people of my country learned to read, they would learn how to live a good life. This would bring happiness to them and to their friends. They would learn to love peace. I must build schools for them."

Summary : About nine hundred years ago Malik Shah ruled over Iran. He had a vizier whom he called Nizam-ul-Mulk. Malik Shah wanted to make Iran a greater country. Both of them realised that its peaceful relation with other countries and its strength could make it greater. Nizam-ul-Mulk decided himself to establish schools in order to educate the young people, which would teach them to live a good, happy and peaceful life. Because they would learn to love peace.

Exercise

Summarise the following passages :

1. Malaria is carried by one kind of mosquito. If a man suffers from malaria and a mosquito bites him it carries away some of the germs of the disease. If this mosquito then bites a healthy man, the germs may get into his blood and he may get malaria. Mosquitoes lay their eggs in stagnant water. If there was no stagnant water, there would be no mosquitoes, and so there would be no malaria. Sometimes people put kerosene oil on stagnant water and thus kill the mosquitoes before they are big enough to flyaway. If everybody in Bangladesh took part in fight against mosquitoes, we might soon get rid of malaria.

2. Elephants are no longer used in war or by princes. At present elephants are used mainly for the transport of timber and bamboo in the mountainous

parts of Bangladesh. As a result of long experience we know a great deal about the habits of elephants. We know, for example, that it rarely breeds in captivity. How can we account, then for the thousands of these animals used by the ancient kings and emperors of the sub-continent? The answer is that in those days they had to be caught just as they are caught today.

3. When a boy George Washington was about to go to sea as a sailor, everything was ready. His box had been carried on the boat. When he came to his mother to bid farewell, he saw tears bursting from her eyes. However, he said nothing to her, but turned round to his servant and said, "Fetch my box back. I will not go away to break my mother's heart". His mother said, "George, God blesses the children who honour their parents. I am sure He will bless you".

4. Oil has different uses in our life. If your skin is sunburn, rub some oil into it. Is your hair too dry? Put oil on it. Oil your bicycle to make it go well. Yes, oil is important in many ways but the kinds of oil which we use for different things may have different origins. No one would like a dinner cooked in engine oil.

There are three main groups of oils - animal, vegetable and mineral. Great quantities of animal oil come from whales, those enormous creatures of the sea which are the largest animals in the world. To protect the whale from the cold of the seas, nature has provided it with a thick covering of fat called blubber.

5. Mohenjo-daro is nearly 400 miles to the north of Karachi and on the right bank of the River Indus. It is one of the oldest cities of the world. Few people live there to day but 4,000 years ago it was a large, busy city. Nobody knew about it until 1922 when some villagers found some old pots and old bricks from the city. They took them to Sir John Marshall. He was interested in history, in ancient buildings and in old things. When he had looked at them, he said, perhaps they come from an old city. Perhaps there was once a town or a

city at this place. Let us dig there. When we dig and take away the sand, perhaps we shall uncover the buildings of an old city.

6. Don Quixote, a Spanish noble man, read so many stories about the brave knights of old that he came to think himself to be such a knight. Taking a simple countryman named Sancho Panza as his squire, he walked about the country in search of adventures and did many comic things.

One day Don Quixote and Sancho Panza were riding along a country road. Suddenly they saw a great cloud of dust moving towards them.

Don Quixote turned to Sancho and said, "Oh, Sancho, today I shall perform such a daring deed that its fame will live for ages to come. Do you see that cloud of dust, Sancho? it is raised by a great army."

"Why master," said Sancho "There must be two armies then; for on the other side, there rises another cloud of dust."

7. Once there lived a contented cobbler who passed his time in working and singing from morning till night. A neighbour of his, a wealthy banker said to him one day, "How much a year do you earn, my good friend?" The Cobbler replied laughing, "How much a year, Sir? I never reckon in that way, living as I do from a hand to mouth; but somehow each day brings its meal and I am happy." The banker then said,

"I have resolved to place you above the fear of want. Take these hundred crowns, preserve them carefully and use them in time of need." The cobbler who had never seen so much money at a time in his life before, hurried home and buried his treasure in the earth for safety; but alas! he buried his happiness with it too.

8. One hot day in summer a man hired an ass for a journey. The man rode the ass and the owner walked behind him. At mid-day the sun grew very hot. The

rider got down to cool himself sitting under the shadow of the ass. The owner pulled him and said, "I have an equal right to the shadow with you." "What! said the man, "Have I not hired the ass for the journey? I have hired him and shadow goes with him." "You have hired the ass," said the owner. "But not the shadow" In this way they began to quarrel. At last from words they came to blows. During the fight one of the blows fell on the ass and. he ran away.

9. One day, at the age of nine, Mustapha was led by his mother to his father's bed side. There the father lay cold and silent in death. He was buried when the sun was sinking down to rest, then the mother with her children -a son and a daughter- had no means of livelihood. Starvation started them in the face. Mustapha had to give up his studies. An uncle gave shelter to the family. He lived in a far off village. Mustapha began to serve in a farm. He tended sheep and goats. His mother did not like her son to be a shepherd. So she again sent her son to a school at Salonica.

10. Edison never went to school. All education he ever got was given to him by his mother. At the age of twelve he was put to work on a railway. Having a great deal to do with newspapers, he managed to pick up the art of printing, and he printed a newspaper of his own "The Weekly Herald" in a luggage van. One day he rescued a station-master's child which was nearly run over by a train. The station-master, out of gratitude, taught him how to work the telegraph which had been introduced just then. Young Edison soon acquired great skill at the telegraph and was employed as a telegraphist. When only twenty, Edison invented a new telegraph which was extremely useful and several telegraph companies asked him to invent other things for them.

11. Books are man's best companions in life. You must have a number of good friends but cannot get them when you want. They may not speak gently to you; one or two may prove false and do you much harm. But books are always ready to be by your side. Some books may make you laugh, some others may provide you much pleasure; others again provide you knowledge and new ideas and make you noble. They are your friends throughout life.

12. Once a Sultan wanted to find an honest man for collecting the taxes of his kingdom. A wise counsellor advised him to publish abroad his need and invite all the application to the palace. He told the Sultan that he would show him the honest officer when the Sultan asked them to dance. The applicants came in time. They were told "to advance to the Sultan all at a time through a dark and empty corridor. When they all came before the throne, the Sultan said, "Gentleman, I should very much like to see you dance. " But all the applicants refused except one man, who danced cheerfully and well. "This is the honest man," said the counsellor pointing to the dancer.

In the dark corridor the wise counsellor had placed gold and coins and all the dishonest applicants had filled their pockets as they passed through the Sultan. If they danced, their pockets would have sounded being shaken and so they refused to dance.

13. A merchant who was making a sea voyage, one day asked the captain of a ship what kind of death his father died. The captain answered, "My father, my grandfather and my great grandfather were all drowned at sea, "Well", replied the merchant, "are you not afraid, then of being drowned too, when you go to sea so often?" "Not at all",-said the captain. "Pray, sir, how did your father die, and your grandfather and your great grandfather?" "They died as most folk do in their beds," said the merchant. Then was the captain's reply, "Why should I be more afraid of going to see than you are of going to bed?"

UNIT SEVEN

Dialogue Writing

What is a dialogue? A dialogue literally means a conversation between two people, either verbal or written. Generally by a dialogue we mean a conversation in a drama or a film. It may also be called a formal discussion between two persons or two groups. However, a dialogue is an art of conversation, and the conversation is generally held between two persons. When a dialogue is written, it becomes a type of composition, and the nature, form and style of this composition become dramatic.

Dialogue writing is sometimes used for language learners. It is a useful form of composition, especially for our students who are trying to acquire a command of spoken English. Practice of dialogue between two learners of English can help them to acquire speaking as well as listening skill. Again, practice of composing dialogues can help the composer speak English to others. So students should learn how to compose dialogues, which can help them to learn the language and can acquire speaking skill.

Lesson- I

How to write a dialogue?

a. A careful preparation is necessary for writing a dialogue. Before beginning to write a dialogue a student can make a plan or outline of the dialogue to be written.

b. The writer should carefully think over the subject given and jot down briefly the arguments or opinions about it.

c. He/she will arrange the ideas in some logical order, so that one idea will arise naturally from another in the course of the conversation.

d. The writer should try to imagine what would be the way in which each character in the dialogue would express his/her views. To do this, the writer must have in his mind a clear idea of the imaginary persons who are taking part in the conversation.

e. The writer should keep in mind that his/her dialogue, when completed, should read like a real and spontaneous conversation. So he/she should make his/her imaginary characters talk in an easy, familiar and natural manner. The writer should avoid stilted and bookish phrases. While writing the dialogue, he/she should remember how real people talk in friendly conversation and reproduce that conversational style.

f. The dialogue should begin in an interesting way, so that the reader's attention may be arrested from the very first.

g. The language of a dialogue should be as far as possible colloquial, but it does not mean that the language may be ungrammatical. The persons in the dialogue should be made to speak good English. The language should be plain and simple. Slang and profane words should not be used.

h. The dialogue should be written in an interesting, natural and realistic manner as far as possible. The whole conversation should be brief, and the questions and replies should be as concise and pointed as possible.

While writing a dialogue, the writer should follow the specific use of some words, i. e. the words should be used in contraction. The words and their contraction are shown in the following chart:

Words	Contraction	Words	Contraction
I am	I'm	am I not?	ain't I? or aren't I ?
am not	ain't	shall not	shan't
is not	isn't	did not	didn't
it is	it's	can not	can't

that is	that's	could not	couldn't
it was	'twas	you will	you'll
here is	here's	he will	he'll
there is	there's	they will	they'll
we will	we'll	we would	we'd
was not	wasn't	you would	you'd
are not	aren't	he would	he'd
you are	you're	she would	she'd
I have	I've	should not	shouldn't
we have	we've	would not	wouldn't
will not	won't	let us	let's

Use of elliptical sentence:

The sentence in which a particular part remains unexpressed or silent is called an elliptical sentence. This sort of sentences can be used in a dialogue. As for example

1. What is about your health?

What about your health? (This is an elliptical sentence.)

2. What are you doing here?

Ans.: I am just waiting. (This not an elliptical sentence.)

Or, **just waiting.** (elliptical).

3. Mamun: Where are you going?

Mahfuz: I am going to hospital. (not elliptical)

Or. **to hospital.** (elliptical)

Lesson: - 2

Specimens of Dialogue

1. Write a dialogue showing that two friends are conversing about a football match.

- Bashir** : The defence of the other side was too strong for that.
- Anis** : Their goal-keeper really showed splendid performance.
- Bashir** : Our right back stood like a rock between our goal and the forwards of the other side.
- Anis** : Indeed, it was a very exciting game and a clean game too. No foul charge or show of bad temper on either side.
- Bashir** : The referee was too alert and firm for that. Really, he did his duty admirably well.
- Anis** : Now that today the match has ended in a draw, when is the re-play coming?
- Bashir** : Well, it's coming off tomorrow. I hope it will be equally enjoyable. But will end in a win for our school.
- Anis** : Let's hope so.

2. A dialogue between two friends on their progress of study for the Test Examination.

- Ahmad** : I wonder, Rashid, that you can read so much.
- Rashid** : But you must face the Test Examination that is coming.
- Ahmad** : Well, I don't care for it. I can not sacrifice my games and my pictures for this cursed examination
- Rashid** : The examination may be cursed. But unless you pass it, you lose one precious year of your life.
- Ahmad** : Yes, the whole is there. If there were no examinations at all !

- Rashid** : But all boys would not agree with you. There are some who hail it rather. It brings them both credit and reward.
- Ahmad** : Just tell me what I can do at this stage any how to get through the dreadful things.
- Rashid** : Well, my advice is -waste no more time over games and pictures. Read regularly and I find no reason why you should not pass
- Ahmad** : Thank you, Rashid. I'll try to follow your advice.
- Rashid** : Welcome, Ahmad. Do that.

3. A dialogue between two friends regarding their aims in life.

- Kamal** : Jamal, what will you do after passing the S. S. C Examination?
- Jamal** : Thank you, Kamal. I'll get myself admitted to Victoria College in Science Group. Then I'll get M. B. B. S. Degree and will become a doctor. And You?
- Kamal** : Thank you. Your idea is good. But I am not hopeful of my success. Hope for the best, my friend.
- Jamal** : Hope for the best, my friend.
- Kamal** : By the grace of Almighty if I come out successful in the examination I shall join the Commercial Academy at Chittagong.
- Jamal.** : Then?
- Kamal** : After this I shall start a business at Chittagong. What do you think about this?
- Jamal** : It's a very nice idea, Kamal. Try your best; surely you will prosper in life. Good-bye.

4. A dialogue between two friends--- One supporting a town life and the other a village life.

- Akbar** : Enough of it, I'm fed up.

- Aslam** : What do you mean?
- Akbar** : I mean, I'm sick of the city life, my friend.
- Aslam** : Curious indeed! People are mad for the city and the city sickens you. What's the trouble here?
- Akbar** : No end of troubles. This noise, this crowd and this congestion, this dirt and this smoke and what not.
- Aslam** : And do you prefer a dull sluggish life among a set of fools? There's cinema, no theatre, no buses, not even any good road..
- Akbar** : But the sun shines there bright over the fields and the stream, the flowers smile and the people, though stupid, are so simple and sympathetic.
- Aslam** : A poet's dream! Think of the rainy-season, the knee-deep mud, frogs, snakes and the howl of jackals at night.
- Akbar** : There's peace. There's beauty of nature.
- Aslam** : But beauty doesn't help life. In a village, no doctor, no hospital, no school, no college, no university. And you can't do without a city in this 21st century.
- Akbar** : Surely a city is necessary but there must be the quiet village too, where the sick mind may sleep occasionally to breathe out a sigh of relief. Don't forget that Allah has made the village while man has made the city.

5. A dialogue between two friends who met after a long time.

- Kabir** : Hello, Jafar! How are you?
- Jafar** : Oh, well. How are you, Kabir? It's long since we met last.
- Kabir** : Yes, it's so. However, what has brought you here in the Passport Office?
- Jafar** : I wish to go to London to study on Jute Technology. I've come here to try for an International Passport. But what about you?
- Kabir** : My elder brother is an employee of this office. I've come to see him for a private affair. I hope, my brother will be able to help you.

Jafar : Oh, that will be very nice for me.

Kabir : Let's go and meet him.

6. Between two friends at a tea party in session.

Kamal : I'm glad that I haven't missed the occasion.

Halim : That's very kind of you.

Kamal : Well, where's Farid?

Halim : He isn't here. He left for Dhaka day before yesterday. His mother is ill.

Kamal : Ah! How is she now?

Halim : I can't say. I expect a letter tomorrow.

Kamal : Please tell me how she is.

Halim : Surely. What's this?

Kamal : Just a token of love.

Halim : I didn't expect it from you. That's an old style. However, when it's a token of love, I can't refuse it. Thank you.

Kamal : Thank you. Good Night.

Halim : Good Night.

7. A dialogue on good manners.

Fahim : Just see, what a proud boy!

Fahad : He doesn't know manners. A man is known by his manners. A man of good manners is always gentle and kind in his dealings with others.

Fahim : How harsh!

Fahad : Surely. A man of good manners never says anything that wound other people's feelings.

Fahim : Thank you, Fahad, our education remains incomplete if we do not learn good manners. We require good manners everywhere-at home, at school and on the playground.

Fahad : Thank you, Fahim. An ill-mannered man is a bundle of bad habits. Our amiable manners make others happy. They cost us nothing, but they pay us everything.

8. Write in the form of a dialogue the conversation of two friends discussing their future course of studies.

Kamal : Well, Halim, we have passed. But it means a new start for us. We must decide which way we should proceed and which not.

Halim : Yes, Kamal. I'll read science. And you?

Kamal : You know, Halim, I am not good at Mathematics. I'll read arts.

Halim : Then?

Kamal : I'll secure the B. A. and B. Ed. degree and be a teacher.

Halim : Thank you, Kamal. I am sure you'll become an ideal teacher. What a noble profession!

Kamal : Thank you. You are going to be a doctor, aren't you? I wish your success.

9. Write a dialogue between a father and his son about the choice of the latter's career.

Father : Jasim, I am glad that you have passed. But it means a new start for you. We must decide which way you should proceed now.

Son : Yes, father, I'll follow your advice.

Father : But give me your mind first. Our choice must not be thrust upon you.

Son : I want to be a doctor, if you agree.

Father : Yes, it is a very noble profession. But have you thought over the hard labour it will mean?

Son : Yes father, I'll regard no work as hard for me in a profession that offers me so vast a vista of opportunities for doing good to the public.

- Father** : That's very good. I am one with you if you look upon your work in that light. But it would be advisable for you to study general science first before you enter a medical college
- Son** : Yes, father, knowledge of science helps the study of medicine. I will study the H.S.C. course in a College for two years and then join a Medical College. Of course, it will mean an additional expense.
- Father** : Oh, no, boy, I will not grudge spending money in this connection as I know my hard-earned money will be well spent.
- Son** : You're so kind to me, father.
- Father** : And You're so good to us, darling. I have always found you dutiful, and I know I will have never any chance to repent of spending money on your education.

10. Write a dialogue between two friends on the annual sports of your school.

- Masud** : What a lovely jump!
- Mahfuz** : Surely, very lovely.
- Masud** : I told you that Safi had no equal.
- Mahfuz** : You're right, Masud. But I told you that Jalal had no equal. What a nice race?
- Masud** : Very nice indeed. But you see, Shahjahan is absent. Who knows what would happen if he had a rival like Shahjahan.
- Mahfuz** : But Shahjahan took forty-five whereas Jalal took thirty-five seconds, and his form is much better than Shahjahan's.
- Masud** : Thank you, Mahfuz, you say the right thing. Jalal is better than Shahjahan.
- Mahfuz** : Thank you, brother, Jalal or Shahjahan, it matters little. It was a very lovely race. There are no two opinions on it.

11. Write a dialogue between two friends about how they should spend the time after the Examination.

- Ali** : The examination is over. What next, Sayed? We have got three months before the result of the examination is out.
- Sayed** : Why, let's laugh and be merry?
- Ali** : Don't be silly, Sayed. Let us do something useful. Our social Welfare Association has chalked out a plan for rural uplift. Will you join it?
- Sayed** : Yes, I'll. What am I to do?
- Ali** : Thank you, Sayed. You'll see the Secretary with me. He'll give you necessary instruction.
- Sayed** : Where is your office?
- Ali** : 2, Johnson Road, Dhaka
- Sayed** : When are you going there?
- Ali** : Tomorrow morning. You'll meet at 8 a.m. Good-bye.

12. Write in a dialogue from the report of your visit to a variety show in your school.

- Sharif** : You had a function at your school yesterday. What was it about, Arif?
- Arif** : We had a variety of show to observe the foundation day of our school.
- Sharif** : Then you should tell me something about that.
- Arif** : But I do not know which to speak first. There were lots of items.
- Sharif** : Is that so?
- Arif** : Yes, Arif. Dance, music, recitation and what not. Oh! so nice? But the most interesting was your sister Nasima's dance of a farmer. Next come Abid's also. It was followed by Anwar's recitation of 'Bidrohi.'
- Sharif** : Quite a lot, I see!

Arif : Really, Sharif, you missed a day.

Sharif : Quite so! I see you enjoyed it very much.

13. A dialogue between two school friends discussing their new Headmaster.

Hamid : We've our new Headmaster today.

Halim : What is his name and qualification?

Hamid : His name is Mr. Farid. He is an M.A.B.Ed. He is an experienced Headmaster.

Halim : What does he teach you?

Hamid : He teaches us English. He teaches English in class X also. What sort of man is he?

Halim : He is a very good man. Do you like him?

Hamid : Oh! Yes. I like him very much. I hope he will be a good Headmaster. He is very nice to us all. His method of teaching is highly satisfactory. We can easily follow him.

Halim : Thank you. Wish your good luck. Good-bye.

14. A dialogue on mailing a package at a post office.

Sender : I like to mail this package to London. How much will it cost, please?

Clerk : Do you want to send it by a first class or a parcel post?

Sender : How much is the cost for the first class and how long does it take?

Clerk : It's a light package. First class would cost Taka 200.00 since it is going to a distant city. I would guess that it will take about two or three days to arrive.

Sender : And parcel post?

Clerk : Sending it by a parcel post would be cheaper, but it will take long time to arrive.

Sender : Oh, I want it to arrive earlier than that. I'll send it by a first class post.

- Clerk** : (He fills out a form.) What's in the package? I need to know in order to complete this form.
- Sender** : Some books. I have packed them well. There will be no problem.
- Clerk** : Do you want the package registered too?
- Sender** : No, I'm sure she'll let me know as soon they arrive.
- Clerk** : Give the money, please.
- Sender** : Take it, please.
- Clerk** : Thank you.

15. A dialogue between a tourist and a native about some directions.

- Tourist** : Excuse me, sir. Could you tell me the way to new market please?
- Native** : Certainly. You are sure a new comer in this city. Are you driving or taking public transport?
- Tourist** : Today I'm taking buses. You're right; I'm a tourist. I drove here yesterday but today I've decided to go by bus.
- Native** : That's good. Now you're on the wrong street. You have to walk half a mile to catch a bus for New Market. Take this narrow road and reach Farmgate from where you will catch the bus.
- Tourist** : Just let me write down all this. I don't want to get lost. How long will the journey take?
- Native** : The journey will take 20 minutes.
- Tourist** : Thanks. I appreciate your help.

16. A dialogue on making a phone can.

- Jamil** : Could I speak to Neela, please. This is Jamil.
- Wrong number:** I'm sorry, but I think you must have the wrong number. There's no one here by that name. What number were you calling?
- Jamil** : I was calling 9550007. May be my finger slipped and I touched the wrong button.

Wrong number : No, you called the right number, but there's no one named Neela here.

Jamil : Sorry to have bothered you. I'll check the number again. (He hangs up and dials the correct number.)

Neela : Neela speaking. Who are you?

Jamil : Good morning. I'm Jamil.

Neela : Good morning. How are you?

Jamil : I'm Ok. How are you?

Neela : I'm also Ok. Why have you rung me early in the morning?

Jamil : I've an urgent talk to you. Please, see me at my residence in the evening today.

Neela : Ok. I will do accordingly.

Jamil : Thanks to you.

17. A dialogue between a doctor and a patient..

Doctor : You said on the phone that you were feeling restless. What's wrong?

Patient : I don't feel good, Doctor. I don't seem to have any energy.

Doctor : Can you be more specific?

Patient : I feel generally run-down, tired all the time; yet I have trouble in sleeping.

Doctor : Do you eat well? How's your appetite?

Patient : I probably don't eat well. I eat fried food a lot. I don't eat enough fresh vegetables. I don't even eat much cooked vegetables.

Doctor : You've gained some weight since I saw you last. You're still smoking! After promising to give it up six months ago! Gentleman, what happens?

Patient : I stopped smoking. But some of my friends drew me back to my bad habit.

- Doctor** : You wonder why you're not healthy? I wonder why you're not dead!
- Patient** : Then what do you advise me, Doctor?
- Doctor** : I've no medicine for you. You must stop smoking, then you will be healthy.
- Patient** : I promise, I'll never smoke, Doctor.
- Doctor** : Thank you.

18. A dialogue on borrowing books from the library.

- Borrower** : Good afternoon. Could you please give me some information?
- Librarian** : Of course. What can I do now for you?
- Borrower** : I have just come here from the suburbs. I know the library system are different, so I want to apply for a library card here.
- Librarian** : Sure. Take the card please and fill it in.
- Borrower** : How long will it take for me to get my new card?
- Librarian** : Not long. We'll process your application and mail you your new card in a week. In the mean time you can have this temporary card, which you may use exactly as a regular card.
- Borrower** : You mean I can use it today to borrow books
- Librarian** : Well, are you familiar with our system?
- Borrower** : Only if it's the same as the city's.
- Librarian** : Yes, we've the same system.
- Borrower** : Today I just want to find a novel for some light reading. Where shall I look?
- Librarian** : These shelves right next to us have our latest acquisitions of fiction and nonfiction.
- Borrower** : Thank You. I think I'll explore the whole library for my own in order to acquaint myself with all that you have.
- Librarian** : No problem. I'll help you.

19. A dialogue on an interview.

Candidate : Good morning, sir! May I come in?

Interviewer : Good morning. Do come. Be seated, please. What's your name?

Candidate : I'm Kawser.

Interviewer : You're an M. Com. only! But do you have any experience?

Candidate : No, sir, I've just passed the M.Com. Exam.

Interviewer : Well, but our job demands very hard work. Are you sure that you'll be able to discharge your duties efficiently?

Candidate : I've full confidence in my ability. I may look lean and thin but I'm very energetic. I hope I could satisfy you with my performance.

Interviewer : We'll give you very poor salary.

Candidate : Salary does not matter, but I need a job.

Interviewer : What a strange fellow you are! You need a job, not salary?

Candidate : Yes, sir, I need a job because I like to gather-some experience. I think you'll raise my salary seeing my brilliant performance.

Interviewer : Surely you've potentiality. We need such a young man,as you are. Well, come tomorrow and have your appointment letter from the office assistant.

Candidate : Thank you, sir.

Interviewer : Welcome.

Exercise

1. Write a dialogue between a mother and her daughter about a new teacher.
2. Write a dialogue between two friends on the value of physical exercise.
3. Write a dialogue between two boys about the life of a teacher and that of a doctor.

4. Write a dialogue between a mother and her girl about her hostel.
5. Write a between the Headmaster and a student regarding his student's full free studentship.
6. Write a dialogue between two students about a study tour.
7. Write a dialogue between a brother and his sister about the exhibition they visited together.
8. Write a dialogue between a master and his servant who prays for a week's leave.
9. Write a dialogue between a businessman and a job-seeker. .
10. Write a dialogue between two students about their preparation for the 'Test Examination.

Sample Question

SSC Examination

English-Paper Two

Total Marks : 100

Time : 3 hours

[Answer all the questions. Figures in the margin indicate full marks]**Part A : Grammar**

1. Fill in the blanks with the words from the box. You may need to change the forms of some of the words. You may need to use one word more than once. $\frac{1}{2} \times 10 = 5$

consume	die	for	an	of	on	the	by
---------	-----	-----	----	----	----	-----	----

Obesity is a medical condition caused (a) _____ excess body fat. The increase of body fat has an effect (b) _____ human health. Obesity increases (c) _____ likelihood of various diseases, particularly heart disease, diabetes, certain types of cancer etc. Obesity most commonly occurs due to a combination (d) _____ excessive dietary calories, lack of physical activity, and genetic factors. The primary treatment (e) _____ obesity is dieting and physical exercise. To supplement this, anti-obesity drugs may be taken to reduce appetite or reduce fat (f) _____. In severe cases, surgery is performed to reduce stomach volume or bowel length. Obesity is a leading preventable cause of (g) _____ worldwide. Authorities view it as one of the most serious public health problems of (h) _____ 21st century. Obesity is considered as (i) _____ illness in much of the modern world though it was once widely perceived as (j) _____ symbol of wealth and fertility.

2. Fill in the blanks with suitable words.

 $\frac{1}{2} \times 10 = 5$

The development of a nation is not (a) _____ easy task. It depends _____ the willingness and sacrificing attitude of the valiant sons and daughters of (c) soil. They don't work for any appreciation or reward (d) _____ themselves. Their vision is to (e) _____ the world a better

place to live (f) _____. They are always proud (g) _____ undertaking selfless ventures. Their mission is to serve (h) _____ greater interest of humanity. They spend their lives for the welfare of people, the society and the country as (i) _____ whole. People (j) _____ such vision and mission help uphold the dignity of a nation.

3. Make five sentences using parts of sentences from each column of the table below. **1x5 = 5**

Hence, to every nation its flag	need	to have patriotic feelings
For that we		dearer than any other thing.
Every independent country of the world	has	its own flag
We	is	the symbol of independence and sovereignty of a nation.
The National flag		to safeguard its prestige.

4. Complete the following text with right forms of the verbs given in the box. **$\frac{1}{2} \times 10 = 5$**

rain	be	see	start	scatter	curse	get	blow	look	go
------	----	-----	-------	---------	-------	-----	------	------	----

It was the month of Baisakh. The sky (a) _____ overcast with cloud. Cold wind had started (b) _____ from the west. Looking upward, I could only see the thick clouds (c) _____ here and there. The earth was dry and thirsty as it (d) not _____ for a long time. I had no watch with me and it was not possible to know the time by (e) _____ at the sun. After 20 minutes it (f) _____ to rain heavily. The rain continued ceaselessly for a couple of hours. When the rain had stopped, a rickshaw puller was (g) _____ waiting for passengers. He was wearing a bamboo hat to save his head from rain water. It became dark once again and the rickshaw puller (h) _____ back to his hut with a broken heart. He cursed the weather and also kept (i) _____ his fate. If it had not rained that

afternoon, he _____ some passengers.

5. Change the narrative style of the following text.

5

I saw a young boy standing before me with utmost politeness. He said, "Uncle, my parents are calling you." I came out of my house and saw an elderly man and a woman. The woman said, "Bhaiya don't you recognize me? I am Salma. We looked for you everywhere but didn't find you." "What a surprise!" I said with admiration.

6. Change the sentences according to directions.

1x10 = 10

- a) In the field of education Sir Salimullah's contribution was greater than any other educationists. (Use positive degree of adjective.)
- b) Institutions associated with his name still receive donations. (Make complex sentence.)
- c) He played a vital role in establishing the University of Dhaka. (Make Exclamatory sentence.)
- d) The orphanage established by him is still providing shelter and education to the poor and the orphans. (Make interrogative sentence.)
- e) These institutions always remind us of the open handed charity of this great man. (Use passive voice.)
- f) It was he who had founded the All India Muslim league. (Make simple sentence.)
- g) He did not live long. ((Make affirmative sentence without changing the original meaning.)
- h) At the age of 48 he died. (Make compound sentence.)
- i) He has attained one of the most honorable positions in the society. (Use comparative degree.)
- j) With love and gratitude he will be remembered by every Bangladeshi. (Use active voice)

7. Complete the sentences.**1x5 = 5**

- a) ----- if he had asked me.
- b) Students go to schools not only to gain -----.
- c) Walking which is a -----.
- d) Finishing her work -----.
- e) ----- she went out without an umbrella.

8. Complete the text adding suffixes, prefixes or the both with the root words given in the parenthesis.**½ x10 =5**

Mr. Habib was driving to his office in the morning. He had started late as usual. His car stopped at a traffic signal. As the lights became green, the **car in** the front was not moving. The driver got down from the car and was asking for (a)(assist)..... . Mr. Habib became so (b)(anger)..... . He had become very (c)(popular)..... in the office for being late every day. He was (d)(certain)..... going to be late again. He could see the face of his boss in his (e)(imagine)..... An important (f)(agree)..... would be signed in his office and he had to reach a bit early. He would (g)(probable)..... lose his job for that irresponsible act. His boss won't be (h)(different)..... to his irresponsible acts any more. Mr. Habib got nervous thinking of his fate. So many people have become (i)(employ)..... in last few weeks! His hands were trembling as he started driving fast. But he should think about his safety and drive more (j)(care).....

9. Make tag questions of these statements**1x5 =5**

- (a) My father scolded me. I was upset. Later I told him, "You don't like me, _____?"
- (b) My friend, Raja was very down. I told him, "Let's play badminton, _____?"

(c) Whenever I go to Cox's Bazar, I think that the Bay of Bengal is beautiful,
_____?

(d) There was heavy traffic in the city in the morning. I entered the class hurriedly and told, "I'm not late, _____?"

(e) Sudipa is very introvert. She never passes any comment about others,
_____?

10. Complete the passage using suitable connectors.

1x5 = 5

Many schools have a uniform. Students sometimes do not like the idea of wearing uniforms, (a) _____, there are arguments for and against. One argument for school uniform is that you don't have to waste time in the morning thinking what to put on. (b) _____, if pupils were allowed to wear clothes according to their own choice, they would tend to wear expensive clothes. (c) _____, some clothes may not be suitable for schools. (d) _____, a person's choice of clothes reflects his/her personality and taste. (e) _____, wearing a school dress does not allow a person to express his/her individuality in this way.

11. Use capitals and punctuation marks where necessary in the following text.

5

who are happy those who have fit bodies are the happiest ones if we are physically sound we will be mentally sound too we need to take care of our health as well as be positive in thinking how lucky they are who are both ways fit.

Part B : Composition

12. Suppose you are Rubina/Raihan and you have passed SSC. You have seen a vacancy ad for the position of an assistant mobile operator in a mobile company. Now write a CV with a cover letter for the post. Your CV should not exceed one page. 8

13. Suppose you are Salma/Salman, an SSC candidate of Pirbari High School, Manikgonj. You and your classmates need some extra lessons on English composition. Now write an application to your Head teacher on behalf of your class requesting some extra lessons after your regular classes. 10

14. Suppose, once on a rainy day you got drenched in rain water. Write a paragraph in 250 words on "A Rainy Day You Remember". 10

15. From your childhood you have a desire to be a cook in a famous restaurant. Write a composition on "Your Dream Job" narrating why you have decided to be a cook and how you will prepare yourself to get this job. 12

Answers

1. Fill in the blanks with the words from the box.

(a) by (b) on (c) the (d) of (e) for (f) consumption (g) death (h) the (i) an (j) the

2. Fill in the blanks with suitable words.

(a) an (b) on (c) the (d) for (e) make (f) in (g) of (h) the (i) a (j) with

3. Make sentences using parts of sentences given in the table.

- i. The national flag is the symbol of independence and sovereignty.
- ii. Every independent country of the world has its own flag.
- iii. Hence to every nation its flag is dearer than any other thing.
- iv. We need to safeguard its prestige.
- v. For that we need to have patriotic feelings.

4. Gap filling with right forms of verbs

(a) was (b) blowing (c) scattered (d) had not rained (e) looking (f) started (g) seen (h) went (i) cursing (j) would have got

5. Changing narrative style

I saw a young boy standing before me with utmost politeness. Addressing me as uncle he said that his parents were calling me. I came out of my house and saw an elderly man and a woman. Addressing me as bhaiya the woman asked if I didn't recognize him. She added that she was Salma (or, She introduced herself as Salma) and said that they had looked for me everywhere but had not found me. I exclaimed in wonder that it was a great surprise.

6. Changing sentences

- a) In the field of education no other contribution of the educationists was so great as that of Sir Salimullah.
- b) Institutions which are associated with his name still receive donations.
- c) What a vital role he played in establishing the University of Dhaka!
- d) Isn't the orphanage established by him still providing shelter and education to the poor and the orphans?
- e) The open handed charity of this great man will always be remembered.
- f) He founded the All India Muslim League.
- g) He lived a short life.
- h) He died and he was 48 then.
- i) Very few have attained as honourable position in the society as he.
- j) Every Bangladeshi will remember him with love and gratitude.

7. Completing sentences

- a) I could have told him if he had asked me.

- b) Students go to schools not only to gain knowledge but also to develop manners.
- c) Walking which is a good exercise can keep everyone fit.
- d) Finishing her work she went to bed.
- e) Although it was raining, she went out without an umbrella.

8. Adding suffix, prefix or both.

- (a) assistance (b) angry (c) unpopular (d) certainly (e) imagination
(f) agreement (g) probably (h) indifferent (i) unemployed (j) carefully.

9. Tag questions

1x5 = 5

- (a) My father scolded me. I was upset. Later I told him, "You don't like me, do you?"
- (b) My friend, Raja was very down. I told him, "Let's play badminton, shall we?"
- (c) Whenever I go to Cox's Bazar, I think that the Bay of Bengal is beautiful, isn't it?
- (d) There was heavy traffic in the city in the morning. I entered the class hurriedly and told, "I'm not late, am I?"
- (e) Sudipa is very introvert. She never passes any comment about others, does she?

10. Complete the passage by using connectors

1x5 = 5

- (a) but (b) Besides (c) Moreover (d) On the other hand (e) Therefore

11. Punctuation

5

Who are happy? Those who have fit bodies are the happiest ones. If we are physically sound, we will be mentally sound too. We need to take care of our health as well as be positive in thinking. How lucky they are who are both ways fit!

Guidelines for question setters and markers

1. Multiple Choice Questions (MCQ)

MCQ can be set for testing a number of strategies and skills related to reading such as scanning, skimming, reading for gist, inferencing (guessing the meaning from the context) comprehension check etc. Each MCQ item will carry $\frac{1}{2}$ mark. However, depending on the level of difficulty some items may have 1 mark as well.

In preparing MCQ questions, question setters will make sure that learners have to apply certain skills or strategies of reading in order to be able to choose the right options. Depending on the level of the learners, items will be set to test learners' lower order thinking skills (knowing and understanding) as well as higher order and more critical thinking (analyzing, evaluating or producing information). Use synonyms in the questions to avoid quoting directly from the original passage. Make the questions round about so that learners think.

For example :

Text : The Great Wall of China, one of the greatest wonders of the world, was first built between 220-206 BC.

Question : When was the Great Wall first built? (Don't make this type of question. Student will just get the answer from the question paper as 'was born' is common in both the text in the question paper and the answer.)

Question : What is the initial construction period of the Great Wall? (This question is Okay as learners has to understand that 'was built' and 'construction period' are same.)

Students will write the question number and then write only a/b/c/d that refers to the correct answer. No need to copy the whole sentence from the question paper to answer the questions.

The same text can be used for guessing the meaning from the context and Question Answer (open ended and close ended). However, the same text **cannot** be used for Question-Answer and True/False. Depending on the level of difficulty and length of the text, information transfer and True/False

questions can be set from the same text. Alternatively two different texts can be used for two different tests. The latter is more encouraged.

Please note the following points while setting MCQ test items :

- Phrase stems as clearly as possible. Confusing questions can generate wrong answers from students who do understand the material.
- Avoid extra language in the stem. Some think extraneous details make a question more complex. Moreover, they most often just add to the students' reading time. This reduces the number of questions you can put on a test reducing the reliability of the test.
- Include any language in the stem that you would have to repeat in each answer option.
- Answer options should be about the same length and parallel in grammatical structure. Too much detail or different grammatical structure can give the answer away.
- Limit the number of answer options to four.
- Distracters must be incorrect, but plausible. Try to include among the distracters options that contain common errors.
- To make distracters more plausible, use words that should be familiar to students.
- If a recognizable key word appears in the correct answer, it should appear in some or all of the distracters as well. Don't let a verbal clue decrease the accuracy of your exam.
- Avoid using extreme or vague words in the answers. Use rarely extreme words like "all", "always" and "never" or vague words or phrases like "usually", "typically" and "may be" in the answers.
- Avoid using "All of the above" or "None of the above" as an answer choice.

2. True/False

True-false questions are typically used to measure the ability to identify whether statements of fact are correct. The questions are usually a declarative statement that the student must judge as true or false.

Follow the general guidelines below while writing True/False items for your students:

- Base the item on a single idea.
- Write items that test an important idea.
- Avoid lifting statements right from the text.
- Make the statements as brief as possible.
- Write clearly true or clearly false statements.
- Try to avoid such words as "all," "always," "never," "only," "nothing," and "alone."
- The use of words like "more," "less," "important," "unimportant," "large," "small," "recent," "old," "tall," "great," and so on, can easily lead to ambiguity.
- State items positively. Negative statements may be difficult to interpret. This is especially true of statements using the double negative. If a negative word, such as "not" or "never," is used, be sure to underline or capitalize it.
- Beware of detectable answer patterns.

3. Matching

There is no need of a separate reading text for matching. The question itself will have a context after the texts in part A and part B are properly matched. The numbering of texts in column A can be i. ii. iii. iv and the texts in column B can be a, b, c, d..... Students only need to match the numbering in the two columns, e.g. i, ii, iii, iv etc. (in column A) and a, b, c, d etc. (in column B). You can also use 3 columns with texts to match.

4 . Gap filling with or without clues

The text in the gap filling activity is separate and complete. The text for this item will have a meaningful context too. There will be five gaps in the text. The gaps can be used for article, preposition, or any other parts of speech without verb as there is separate test for it. A question setter will choose one particular item mentioned earlier to set a question and use a gap at the particular place. For example, if the question setter wants to test the article then there will be a gap at the position of a, an, the or before a noun that does not take any article. For a question of 3 marks, there will be six gaps in the text; for 4, there will be 8 gaps; and for 5 marks there will be ten gaps.

Follow the guidelines while writing gap filling test items :

- Prepare a scoring key that contains all acceptable answers for each item.
- Prefer single word or short phrase answers.
- Beware of open questions that invite unexpected but reasonable answers.
- Make all the blanks of an equal length.
- Avoid grammatical clues such as "an."
- Place the blanks near the end of the statement. Try to present a complete or nearly complete statement before calling for a response.
- Limit the number of blanks to one or two per sentence. Statements with too many blanks waste time as students figure out what is being asked.
- If a numerical answer is called for, indicate the units(e.g. currency) in which it is to be expressed.

5. Cloze test with/without clues

A cloze test is a fill-in-the-blank activity that assesses students' comprehension of vocabulary and reading passages or knowledge of grammatical items. In cloze tests there are recurrent gaps at every 4th, 5th, 6th or 7th word. If the first gap, for example, is used at the 5th place, all through the text the gap will be at the 5th place. Unlike the gap filling activity that tests a particular

grammar item (e.g. preposition, article, pronoun, or verb) it is a test for vocabulary (key words) in general. This is why gap filling activity in the reading section is usually a cloze test. In contrast, gap filling activity is a merely a grammar test item.

A cloze test with 5 marks will have ten gaps (.5 for each gap). Considering the level of difficulty cloze tests without clues at grade 10 can have 5 gaps (1 mark for each gap).

In answering the question, an examinee does not need to reproduce the text in the answer script. Writing the missing word with the corresponding question number is enough. However, the whole text with suitable words in the gaps will neither earn any extra credit or discredit.

6. Information Transfer

Depending on the level of difficulty and length of the text, information transfer and True/False questions can be set from the same text. However, if the text is too small, **do not** use the same text for both the tests as the content will be inadequate for setting questions. **Make sure there is no overlapping or repetitions in the questions you have set.** Alternatively you can use two different texts for these two test items.

The marks allocated for information transfer is $\frac{1}{2} \times 10 = 5$. or, $1 \times 5 = 5$ (depending on the level of difficulty).

7. Substitution table

It's a grammar test item. It tests whether students can make grammatically correct sentences following any particular structure/s. It's different from matching item. In matching there might be equal number of texts in each column in a table and students need to make sentences using a text from each column. In designing the test item, the question setter can write the texts in Column A in a way so that the sequential arrangement of the text makes a context. In a substitution table, depending on marks, there will be 4 or 5 texts in the left column, 1 or 2 grammar words that shows the form in the middle column, and extensions at the right column. Each meaningful sentence made using the texts and the lexical word will have credit.

8. Gap filling with right forms of verbs

Sentences will be written in context in the question paper. Some verbs could be omitted or given in brackets without any form. If the verbs are totally omitted in the text, a list of verbs will be supplied in a box separately. Students' job will be to use the verb at the gaps in their correct forms according to the context and other grammatical considerations. Alternatively base form of verbs can also be supplied in the body of the text in parenthesis.

Students will write only the right answers with the question number. However, if anyone uses the text with words at the gaps, it should be accepted as correct answer.

9. Changing sentences

A text will be designed with a certain context. Some of the sentences in the text will have instructions in the parenthesis on how to change them. Depending on the marks in the test item, students will be asked to change 5 or 10 sentences. Students will write only the **changed** sentence as their answers. They can write the changed sentences in any order but must use the correct number used for each sentence in the given text.

10. Rearranging

Use 10 detached sentences for classes 6, 7, and 8 (See the sample questions for these grades.). For SSC, SS will rearrange eight parts of a story/passage (See the sample question for SSC.). Test your test item (with someone else or you sit for a test) to check whether the sequence of the answer vary. If the answer varies and each variety has a complete meaning, redesign the test. Use linking words/sentence connectors to maintain cohesion and coherence in the text. Learners do not need to reproduce the text in their answer scripts. If they arrange the corresponding serial of the texts correctly (such as b. d. a, f or v, iii, vi. I etc), they will get full credit. Please remember that the test objective here is the organisation of sentences, not the copying of texts from the question paper. However if any learner comes with sentences written in a random text, there is no need to penalize him/her. Students will get credits for the correct answers. For example, if the answer is like this :

a. x b.√ c.√ d.x e.√ f. √ g. x h. x i.√ j. x the student will get 5 marks.

The test has no relation with the texts used in the previous test items.

11. Writing summary

Use a text not exceeding 150 to 200 words for classes 6 to 8 and not exceeding 300 words for classes 9-10 in the question paper. Learners will produce a summary using one third words of the given text. For an example, if the original text has 150 words, learners will produce the summary in 50 words. However, 5% plus minus is okay. This answer should be written in random texts not in isolated sentences. There is no question of counting number of sentences in summary. So DO NOT mention in the question paper how many lines or sentences learners will use to make a summary. The number of words used here is important. Make sure that they are writing in their own words, not copying some sentences from the text. Practice them to avoid examples or explanations in writing a summary. A fresh text should be given to make summary. No text used in the previous test items can be used here.

12. Writing a paragraph answering questions

Make sure that your learners are answering the questions in writing the paragraph. However, if there are 5 questions to answer, it does not mean that students will write only five sentences. They will use sentences as per their discretion but the paragraph as a whole answer the questions. If there are 10 marks for this item, learners should be able to make at least 10 sentences. The more the better. Keep an eye on the content rather than the mechanical calculation of sentences. Assess the paragraph from different aspects such as grammar, ideas, communication, organisation etc.; do not only assess the paragraph only from the perspective of grammar accuracy.

13. Completing a story

There will be the beginning of a story in the question paper. Students will continue the story and complete it. The answer will vary here. Completing a story when given at classes 6-8 should be more guided (See sample question for classes 6-7.) where question setter not only begins a story but also provides with some clues for the extension of ideas. Students will complete the story following the clues. A good idea is to mention the word limit when there is no clues for the students. Assess the paragraph from different aspects such as

grammar, ideas, communication, organisation etc.; do not only assess the paragraph only from the perspective of grammar accuracy. Moreover, use of cohesion (inter-connectedness of the sentences) and coherence (transition from one idea to another idea) are important here.

14. Open-Ended Questions

Open ended or essay format questions are excellent for measuring higher level cognitive learning and overall comprehension of a reading text/passage. They allow the student to select content for their response, to organize their thoughts in a logical manner and to present their ideas on a given subject matter. Overall, these types of test questions allow teachers to test student's broader understanding of a reading item.

When writing good open-ended questions, keep the following guidelines in mind :

- Be sure that the test question clearly states the answer that you are seeking from the student. For example, "Discuss the outcomes of environment pollution" is a poor test question. But, worded as "Describe the potential impacts of the environment pollution on the people of coastal regions in Bangladesh" or, what are the causes and impacts of environmental pollution on the people of coastal regions in Bangladesh? is a better test question as it clearly gives the student something to compare and contrast within a focused area.
- If you are looking to test comprehension, a good opening line for the test question is, 'Explain the following...'
- If you are seeking to test the student's ability to analyze a concept, a good opening phrase for your test question is, 'compare and contrast.....'
- Don't give students the option to pick 2 or 3 questions from among 5. This can add confusion for the students and complexity for the teacher when grading for a classroom.

15. Writing letters/emails

If it is an informal letter, content is important. If it is a formal letter, both content and form are important. Formal letter can be written either in British style (each paragraph indented at the beginning for one space, date at the upper right hand corner, name at the right hand corner at the bottom). It can also be written in American style (All paragraphs in a line without indenting, date name everything at the left hand corner). Picture of an envelope or stamp is not needed but address can be written. Yet, if any student provides them - it will not earn any extra credit or penalty.

For emails, student must write the email id, subject, and content as written in a genuine email. Students should be taught in the class that there should be a considerable margin at the answer script. However, there should not be any penalty for any examinee if the answer script has no margin. Margin has nothing to do with assessment of the answer.

Word limit should be mentioned here too.

16. Describing graphs and charts

Graph should be authentic. Teachers may collect charts from various sources such as newspapers, magazines, books or from the internet. Alternatively, teachers can use authentic data and make simple charts by themselves. Describing a graph or chart needs certain language abilities. The graph and chart presented in the textbook show that. A marker of answer scripts should keep an eye whether those languages are used or not. Answers will include the written presentation of data shown in the graph followed by a concluding remark. A question setter should mention the word limit for describing the graph or chart. Don't ask students to produce any graph on the answer sheet. They will only describe it.

The end

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